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ABSTRACT

A questionnaire survey of rural school teachers (225) and principals (40) attempted to identify skills and characteristics which teachers need to be successful in rural schools; interviews of 32 teachers in 13 rural schools and of 27 rural school trustees were also conducted. Recent literature on training of teachers for rural schools was reviewed. Questions to be investigated were principals' ideas of the main advantages, disadvantages and concerns of teaching in rural schools; teachers' perceptions of needs for pre-service and in-service training and of unique characteristics of British Columbia rural schools; and characteristics necessary for successful rural school teachers. Principals agreed that advantages of rural schools were to know students well, belong to a rural community, and have opportunities to individualize instruction. Teachers felt close cooperation was essential; counted community involvement as a satisfier; and agreed that communities expected to be involved in the school. Disadvantages of rural teaching agreed upon by principals and teachers were isolation and lack of privacy. Principals, teachers, and trustees felt that student teachers training for rural schools should be adaptable, tactful and self-reliant; like the isolation of rural areas; experience rural community living; and be trained in planning their materials, teaching specialist courses, and handling multigrade classes. Survey instruments are appended. (MH)

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The Identification of Skills and Characteristics Needed by Country School Teachers

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RESEARCH PROJECT

THE IDENTIFICATION OF SKILLS AND CHARACTERISTICS NEEDED BY COUNTRY SCHOOL TEACHERS

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UNIVERSITY OF VICTORIA
Victoria, B.C.
January, 1980

TABLE OF CONTENTS

Page
I. INTRODUCTION....4

Background to the Problem....4
Statement to the Problem....5
Significance of the Problem....5
Definition of Terms....6
Assumptions of the Study....7

II. REVIEW OF THE LITERATURE....7

The Setting: British Columbia....8
Strengths and Weaknesses of Rural Schools....10
Organization and Structure....11
Community Considerations....12
Economic Considerations....16
The Teacher and Instructional Procedures....17
Implications for Teacher Training....19

III. Procedure for the Study....23

Stage I....23
Stage II....24
Stage III....24

IV. FINDINGS OF THE STUDY - STAGE I....25
A. Survey of Training for Rural Teachers in Canada....25
B. Survey of Principals of Rural Schools....28

Advantages and Disadvantages....28
Extra-curricular Activities....31
Student Travel....33
Equipment and Supplies....34
Cooperation with the Community....36
Specialist courses - P.E., Music, Art, Drama....38
Counselling and Health Services....40
Student Teachers....42
Library Resources....44
Enrollment Problems and Prospects....46
Multigrade Classrooms....47
General Comments....49

V. FINDINGS OF THE STUDY - STAGE II....50

A. Procedure for Teachers' Questionnaires....50
B. Survey of B.C. Rural Teachers on the General Aspects of Rural Teaching....51
Results on the Factors Important to Teachers in Rural schools....54
Results on the General Adequacies of Rural Schools....59

C. Survey of B.C. Rural Teachers on Unique Aspects of the Questionnaires....63
   Extra Curricular Activities....63
   Multigrade Classrooms....64
   Community Relations....68
   Pupil Support Services....70
   Student Travel....71
   Equipment and Materials....74
   Facilities....76

D. Interviews in B.C. Rural Schools....78
   School Characteristics....79
   Teacher Characteristics....80
   Satisfiers and Dissatisfiers....81
   School Community Relations....83
   Training needs for Rural Teachers....84
   General Comments....89

E. Survey of Northern Interior School Trustees....90
   Teacher Characteristics....90
   Community Involvement....93
   Student Teachers in Rural Schools....95

VI. SUMMARY OF THE FINDINGS....97

VII. RECOMMENDATIONS AND CONCLUSIONS....102

BIBLIOGRAPHY....110

APPENDIX A: Rural Schools Survey 1980 - Principals....

APPENDIX B: MAIN DATA GATHERING INSTRUMENTS....

APPENDIX C: STRUCTURED INTERVIEWS IN RURAL SCHOOLS 1980....

APPENDIX D: NEW ZEALAND TEACHERS' COLLEGES COUNTRY SCHOOL EXPERIENCE....

I. INTRODUCTION

BACKGROUND TO THE PROBLEM

Large numbers of students who graduate in education at the University of Victoria are starting their teaching careers in small rural schools. School enrolments have declined in many urban areas whereas some rural areas in B.C. are showing an increase in enrolment. The rural schools in B.C. are hiring first year teachers who often originate from urban and suburban communities. It is therefore important for the University to offer a programme suited to the preparation of teachers for rural areas. Evidence is lacking in both the specialized training needs of rural teachers and the special demands placed on rural teachers.

The purpose of this study was to identify any skills or characteristics which teachers need in order to be successful in rural schools. The development of an appropriate model for the preparation and selection of teachers for rural schools will result from this project. Few teachers joining the staff in rural schools have had anything in their pre-service training which prepared them for the special problems of the rural community. They will usually be isolated from professional contacts and supervision which may result in a rejection of rural life. (Charles 1969)

STATEMENT OF THE PROBLEM

The objective of this study was to investigate the following questions:

1. What did principals, from a selected sample of B.C. rural schools, identify as the main advantages, disadvantages and concerns to teaching in rural schools, both in general and in the following areas: extra curricular activities, student travel, equipment and supplies, cooperation with the community, specialist courses, counselling and health services, student teachers, library resources, enrolment and multigrade classrooms?
2. What did rural teachers perceive as their needs for pre-service or in-service training?
3. What did rural teachers perceive as unique characteristics present in B.C. rural schools for: community relations, pupil support services, student travel, extracurricular activities, multigrade classrooms, equipment and materials, school facilities?
4. What particular personal characteristics may be necessary for teachers to be successful in a rural school?

SIGNIFICANCE OF THE PROBLEM

B.C. has 242 rural elementary and elementary-secondary schools. The enrolment in these schools is increasing and new teachers are being hired. These teachers are vital to the standard of education offered to the children in the rural areas of B.C.

The primary concern of strengthening our rural schools is that we strengthen the quality of the teacher. (Russell 1967)

Recently teacher training institutions have tended to prepare teachers for B.C. without regard for a difference in the rural and urban setting. Only two universities in Canada offer any courses designed to train rural teachers. The literature shows a serious lack of research on the preparation of teachers for rural schools and on the selection process (Schalock, 1979). If particular needs and characteristics of successful rural teachers can be identified then in-service and pre-service training programmes can be developed.

The Faculty of Education at the University of Victoria and at the David Thompson University Centre in Nelson plan to introduce courses in rural education. This study will provide a base for these courses specifically designed to meet the needs of education students.

DEFINITION OF TERMS

1. A rural elementary school - an elementary school in B.C. which has 5 or less classrooms and 100 or fewer pupils. It is located at least 30 miles from any community of 15,000 or more people.

2. A rural secondary school - a B.C. school with 300 or fewer pupils at the secondary level and located at least 30 miles from any community of 15,000 or more people.

ASSUMPTIONS OF THE STUDY

1. Principals currently administering rural schools in B.C. are able to assess the concerns of their school and community.
2. Teachers currently teaching in rural schools in B.C. are in the position most able to assess the preparation needs of rural teachers.
3. Principals and teachers selected constitute a representative sample of the varied rural areas of B.C. (coastal, northern, interior).
4. The schools selected for interviews are representative of rural B.C. schools.
5. The responses to the questionnaires are straightforward and honest.

II. REVIEW OF THE LITERATURE

The rural schools of B.C. have been a part of the provincial educational system since the Hudson Bay Co. first challenged settlers to devote part of their leisure hours to teach the children their A.B.C.'s and catechism in 1836. (B.C. Schools, 1971) Schools need teachers. As British Columbia grew, more teachers were hired to fill the positions in the schools. The shift from a pioneer rural society to an industrial urban society was reflected by the teachers hired to educate the youth of British Columbia. In recent decades the majority of teachers came from urban areas and the teacher training institutions were located in urban centres. What has happened to the rural teacher and the rural school? This question is vital as once again, in the 1980's, more first year teachers are starting their teaching careers in B.C.'s remote and rural schools.

This review of the literature, on pre-service training for rural teachers, will mainly emphasize current research relevant to training teachers for rural schools. This will encompass studies of the rural community as well as specific studies on the school, the rural child, and the teacher. The recent literature specifically related to training rural teachers was found to be limited with none available on training elementary teachers for rural Canadian schools. A brief section on the unique British Columbian situation will also be included.

THE SETTING: BRITISH COLUMBIA

The rural schools of B.C. are as diverse as the communities they serve. Meredith's (1977) typology for grouping rural communities into three types; metro transitional, micropolitan (or one industry region), and marginal region, is useful on the B.C. scene though it fails to account for the remoteness of coastal communities and the isolation of the north in winter. In general, each type tends to have different kinds of social and economic problems, different needs for devlopment adjustment or rehabilitation and different population structures. These characteristics will be determinants of the school structure and educational needs (Riffel 1979, Shera 1979) of the community. The typology is helpful in understanding the diversity and uniqueness of B.C.'s rural schools.

In spite of the rapidly changing nature of the B.C. rural communities - instant towns, hydro and pipeline settlements, air transportation, railway and road connections - the reasons given by Plenderleith in 1937 for the lack of experienced teachers in the Peace River schools are remarkably similar to those given today.

1. Low salaries
2. Isolation, too far from home
3. Poor living conditions
4. Lack of professional prestige and enjoyment
5. Poor schools
6. Limited educational and cultural advantages
7. Poor working conditions
8. Few social contacts
9. Lack of supervision
10. Uncertain tenure (Plenderleith 1937)

The isolation of the remote communities of B.C. is as serious a consideration in the recruitment and retention of rural teachers in 1980 as in 1937. Research on the B.C. rural schools is limited. Johnston et al (1976) studied all small secondary schools in B.C. and found several sub-standard aspects of schools situated in communities of minority cultures and economic disadvantage. Storey (1975) reported on small schools in the Cariboo-Chilcotin.

STRENGTHS AND WEAKNESSES OF RURAL SCHOOLS

B.C.'s rural schools are unique but share many common problems with rural schools throughout the world. Absenteeism, student dropout, recruitment of highly competent teachers and administrators, compensating for isolation and population sparsity are all problems which plague rural schools (Sher 1977). The unique characteristics of rural schools are hard to measure.

> "The slower pace and less pressured environment, the spirit of cooperation, the opportunities for leadership development, the less formal interactions among students, staff and parents, ... are not easily measured by the tools of educational research." (Sher 1977 p.5)

A review of the literature by Edington (1976) on the strengths and weaknesses of rural schools reveals several important issues. First, much of the research is on small secondary schools (Allen 1968, Barker and Gump 1972, Blowers 1975) with few studies carried out in one and two room elementary schools. Several studies compare small schools to large schools (Gividen 1963, Jackson 1966) with the suggestion that large schools are considered the norm. Secondly the strengths and weaknesses are often perceptual opinions rather than measurable facts (Charles 1969, Dodendorf 1980). However, there are some common strengths and weaknesses of the rural schools identified by several researchers. These strengths and weaknesses will be discussed under the general headings of: organization and structure of the school, community considerations, economic considerations, teacher and instructional considerations.

ORGANIZATION AND STRUCTURE

Rural schools differ from urban schools not only in size but in staffing, curriculum, financing and vocational education (Hobbs 1979), Amalgamation of several small rural schools has been the subject of many studies (Edmonds 1978, Allen 1968, Riffel 1979, Barker and Gump 1972). Several factors influence the decision to close small schools with community beliefs and decision-making ability vital to the issues (Riffel 1979). There appear to be two separate characteristics which account for strengths and weaknesses in the organization and administration of rural schools - those which relate to rural environment and those which relate to small school environment. Hobbs (1979) identified six environmental differences between rural and urban areas which will influence the school: the heterogeneous population, patterns of decision-making, broader functions of the school, less institutional separation within the community, economic differences of the population, and distinctive features of the rural economy. Administration of the school which takes account of the rural influences leads principals and teachers to be more self-reliant and autonomous (Costa 1979).

The operation of the small rural school can be informal and less structured with the resulting ability to adapt to local needs (Charles 1969, Ferguson 1980). The Oregon Small Schools Study reflects the ease of implementing innovative programmes in an autonomous atmosphere (Allen 1959, Kirkpatrick 1972). The cohesiveness of the small school allows administrators, teachers, and the community to work together to develop programmes (Chavis 1979, Gjetten 1979, Dunne 1977 in Sher). Dunne stated that "Good education for rural areas must come to mean the invention and adaptation of ways to capitalize on the nature and traditional resources of the rural school" (p. 112 Sher 1977).

COMMUNITY CONSIDERATIONS

Rural areas that have an agrarian economy have a relatively homogeneous population (Edington 1976). However, the B.C. rural scene is extremely heterogeneous. The rural community is associated with a Native Band Centre, a transient construction centre, a short phase exploration centre or a resource industry - mining, fishing or lumber. The coastal communities form a special group without land linkage to other communities. For his study of small schools, Johnston (1976) grouped B.C. schools by the communities they served.

The community involvement and relationship to the rural school is the single most significant element in rural education (Charles 1969, Chase 1952, Dodendorf 1979). This can be both an advantage and a disadvantage. The advantages include the support for school based activities, use of local resource people, knowing the parents and children well, a focal point in community activities for meetings and social affairs (Edington 1976, Dodendorf 1979, Ferguson 1980, Edmonds 1978, Muse 1979, Mesa 1976). Some of the disadvantages mentioned are the low level of parental education, negative stereotyping, lack of cultural opportunities, narrowness of work experience, lack of professional people in the community, and transience (Allen 1968, Cosby 1979, Edington 1976, Pankratz 1975, Rich 1979). These disadvantages of a rural community may cause alienation and conflict between teacher values and parental values. The close interpersonal relations in a small community can also be a source of conflict as well as a source of cohesion (Borg 1965, Blowers 1975).

The rural child is different from the urban child. Barker and Gump (1972) found rural families did more things together; there is more parental control; children receive more attention and respect from community elders; and families are more active in community affairs. Allen (1968) felt the rural area in Oregon offered a highly desireable setting for raising children, whereas rural children in Alberta considered themselves to be disadvantaged (Humphreys 1972). The small rural Ontario school is not contemporary and does not attract the best trained staff (Humphreys 1971). The rural American child is often in a family with lower income, has less opportunities to study in his area of interest and has less than one chance in four of employment locally (Pankratz 1975). Cosby (1979) identifies the Rural American Youth population as a special needs group.

Minority children have a greater need for recognition, acceptance and development of self-esteem. They need to know about their own cultural heritage (Chavis 1979). In B.C. rural schools, the Native population is the predominant minority culture with few Native people hired as teachers in the schools.

Several studies have measured the academic achievement of rural children. The results appear to be as varied as the schools and children surveyed. As early as 1927, O.E. May found rural pupils entering Illinois high schools ranked below those trained in urban schools on mental ability tests, standard test scores, classroom marks and the percentage who remained in school. In 1979 Tweeten found, by measuring years of school completed, functional illiteracy, grade retardation and low percentage of youth attending college, that schooling in rural areas falls short of urban areas. The deficiencies in the rural schools were concentrated in low income areas and among minorities. These findings are similar to those of Johnston (1976) in B.C. schools. Edmonds and Bessai (1978) discovered no significant differences on the Canadian Basic Skills Tests between small rural schools and the other elementary schools in one district on Prince Edward Island. A study of fourth, fifth and sixth graders in two rural elementary schools in Wisconsin showed these students as having a greater overall knowledge about occupations than students in upstate New York (Rich 1979).

The Canadian Council on Rural Development (1965-1978) found rural Canadians were disadvantaged. In the East particularly, rural Canadians had higher unemployment and lower income. There were lower levels of educational and social services and lower levels of social amenities than in Canada's rapidly growing cities (Staples 1947, CRDC 1979 p.4). Humphrey (1971) studied rural Ontario schools and stated "It is evident from this survey that the youth living in the rural area does not have the educational opportunity available to urban youth."

Another consideration in the rural community is the status of rural women (Rural Women's Study 1979, CRDC 1979, Dunne 1979, 1980). The majority of rural women would like to participate in the labour force and take further education but lack the opportunity to do so. The influence of the women's educational level on rural youth should not be underestimated as the homes are often not oriented toward school (Chavis 1979).

ECONOMIC CONSIDERATIONS

Several studies in the States have been conducted to evaluate the financial status of rural schools (Allen 1968, Parks 1979, Edington 1969). The B.C. scene is different from the American scene though shares similar problems. The reports by Storey (1975) and Johnston (1976) both showed small rural high schools were lacking in library facilities, counselling services and had higher per pupil costs. Keane (1978) in Prince Edward Island concluded that in the absence of substantive statements about improvements in education, policies to build larger schools should be closely examined, particularly at the elementary level. The economics in scale in large schools are not very significant and are quickly overcome by other environmental considerations (Keane 1978). Jess (1979) in an equalization study in Iowa showed rural schools had financial equity but programmes were deficient.

The cost of isolation, distance from urban centres and sparsity of population all create problems in the supply of support services to rural areas (AHA report 1977, Carlson 1972, Hodgkinson 1980). Services to handicapped children (Schrag 1979), gifted children (Carlson 1972), career and vocational programmes (Fratoe 1979), teachers' in-service programmes (Hegtvedt and Hull 1980, Gordon 1980, Mesa 1976) and health services (Shera 1979, AHA report 1977) are all influenced by isolation and distance from urban centres. Several innovative and team delivery approaches have been suggested by these studies.

THE TEACHER AND INSTRUCTIONAL PROCEDURES

The main conclusion from teacher effectiveness studies is that teachers do make a difference to the learning in school (Doyle 1978). The strategies used by effective teachers vary depending on the setting, the subject matter, the grade level and ability of the pupils (McKay 1979). The rural teacher is no different from the urban teacher in respect to the many variables which contribute to effectiveness. The rural setting, the small school grade level and ability of pupils are considerations. Studies of rural teachers revealed certain perceived advantages and disadvantages to the rural setting. Muse (1979) in an extensive study conducted at Brigham Young University, found teachers felt rural schools offered more individual attention, better discipline and closer teacher student relationships but weaker curriculum and school community relations. Teachers and principals agreed as to the seriousness of some student problems (alcoholism, lack of parent support, educational goals and motivation). Pankratz (1975) found the perceived disadvantages for rural teachers were lower salaries, poor physical facilities, inconvenience of living in a small community, isolation from resources and inservice programmes. Borg (1965) and Edmonds (1978) cited the positive aspects of rural teaching as smaller class sizes, a chance to know pupils better and personal identification with small rural community life. Borg (1965) found rural teachers had different recreational interests from urban teachers. In Alberta the status of teachers has deteriorated over the past decade as a Grade 9 drop-out can earn more money on the oil fields than a university graduate. (Ferguson, 1980).

These studies tended to substantiate the conclusions offered by Charles (1969). The advantages to teaching in a rural school as perceived by teachers were related to student, teacher, parent and community interaction. This community involvement accounted for the interdependence as well as independence of the children (Dodendorf 1979). The disadvantages cited by Charles (1969) were not readily grouped except for the inadequacies of equipment and buildings. In 1980 another frequently mentioned disadvantage is the lack of support services and diagnostic and consultative specialists (Hodgkinson 1980).

The rural teacher must contend with several variables not present in urban schools. The bussing of young children for long distances can influence student achievement (France 1971, Lee 1957). Teaching a multigrade classroom using individual instruction, group and tutorial techniques takes more teacher preparation time and organizational ability

(Braithwaite 1955). Local curriculum needs are difficult to meet when courses and curricula are urban in content (Storey 1976, Allen 1968). Extracurricular activities are necessarily limited by school size. However Wicker (1969) found children tended to participate more in the small schools even though the variety of activities might be limited. The potential for leadership, cohesiveness, greater participation and independence are all elements of the small school and small class size (Randhawa 1974, Anderson 1972, Blowers 1975).

The strengths and weaknesses, advantages and disadvantages of small rural schools appear to be varied and situation specific. However, some commonalities in school, community and teacher characteristics are apparent. In a small study of some B.C. rural teachers, Bello (1980) concluded "It would be impossible to draw one profile of the 'typical teacher'. Trying to do so would give the false impression that there is a prototype of an individual who succeeds in this environment." (p.28)

THE IMPLICATIONS FOR TEACHER TRAINING

The main purpose of this literature review was to discover implications for training teachers for rural areas. The predominant theme throughout the literature cited was the need for community involvement and rural experience. The teacher who does not adapt to rural living will leave the school. Recruitment and retention of effective, qualified teachers are major problems for rural schools. Teachers tend to perceive themselves as more successful in positions similar to those situations in which they were trained (Chase 1952, Davies 1975, Vittetoe 1977).

Several training programmes have been implemented in North America. Brigham Young University has a field based competency centered approach to training (Muse 1978). Two rural training centres are in operation there. Some of the other field-based programmes include Georgia (Bruce 1974, Hubright 1974), Oregon (Hull 1979), Alaska (Murphy 1972) and Alberta (Hodgkinson 1970). These programmes have student teachers living and teaching in rural communities. An interesting programme at Brigham Young University is teacher exchanges and workshops where teachers and administrators are removed for two days to a week to attend university while student teachers take their place (Muse 1978).

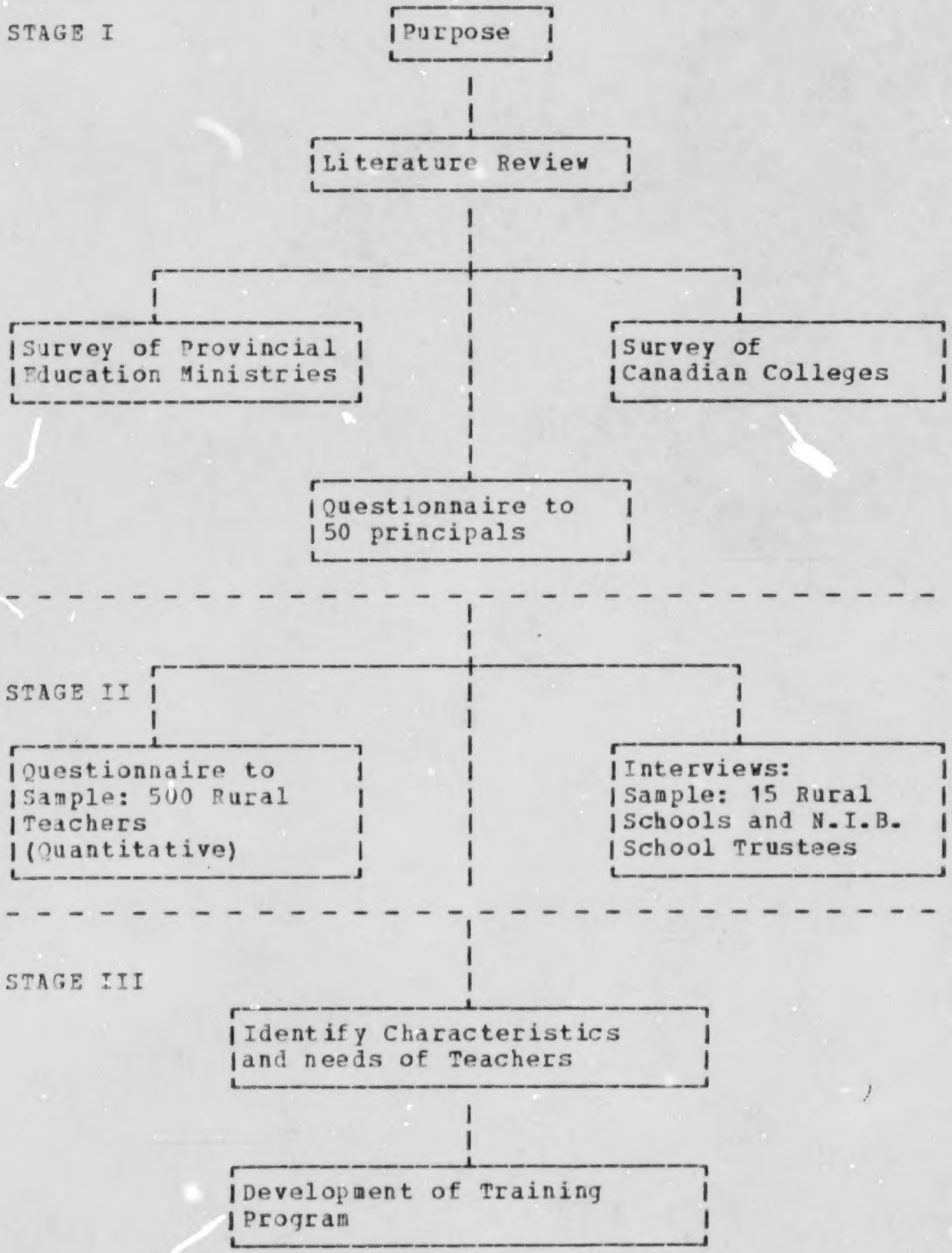
As early as 1928 a bulletin entitled Professional Preparation of Teachers for Rural Schools included articles on rural curriculum, analysis of duties of the teacher in a one-room school, in-service training needs and facilities, and preparation of personnel for rural education. Some similar concerns are expressed in 1980. A survey of teacher training needs in Oregon concluded with recommendations for techniques dealing with limited resources, contact with practicing rural teachers, training in several grades, and instruction in rural community relations (Hegtvedt-Wilson

1980). Dreier (1977) stated a need for rural educators who were trained in institutions located in a rural environment with rurally specific preparation for teachers and administrators. However, Robinson (1954) felt rural teacher training should not be different from regular training but should be adapted to include rural sociology, rural curriculum development, school management and administration, and directed teaching in rural schools. The need for continued in-service programmes for teachers to off-set the isolation and lack of professional contact in rural areas is perceived by educators to be as great a priority as pre-service training (Mesa 1976, Martin 1977, Hegtvedt-Wilson 1980).

As rural communities change and populations decline or increase rural schools and teachers must adapt to meet the educational needs of the communities they serve. Only through suitable pre-service training and continued in-service programmes can rural teachers remain responsive to rural conditions. Rural education has an effect on rural traditions, life style, and economic development (Sher 1977). If British Columbia's rural youth is not to be educationally disadvantaged then effective, qualified, successful teachers must be trained to staff B.C.'s rural schools.

PROCEDURAL FLOW CHART
FOR RURAL SCHOOLS STUDY

Figure 1.


STAGE I
Purpose
Literature Review
Survey of Provincial Education Ministries
Survey of Canadian Colleges
Questionnaire to 50 principals
STAGE II
Questionnaire to Sample: 500 Rural Teachers (Quantitative)
Interviews: Sample: 15 Rural Schools and N.I.B. School Trustees
STAGE III
Identify Characteristics and needs of Teachers
Development of Training Program

III. PROCEDURE OF THE STUDY

STAGE I

1. Letters were mailed to each Provincial Ministry of Education in Canada to inquire about the preparation of teachers for rural schools in their province.
2. Letters were sent to Colleges of Education across Canada to ascertain the courses offered for the training of teachers for rural schools.
3. An open questionnaire was developed based on the information available in the literature. Comments were asked for on the advantages and disadvantages of teaching in a rural school. Comments were also elicited on extracurricular activities; student travel; obtaining equipment and supplies; cooperation between school and community; specialist courses - P.E., Art, Music and Drama; Counselling and Health Services; student teachers, library resources; enrollment problems and prospects; multigrade classrooms; general comments.
4. 50 Schools in B.C. were selected for the first questionnaire. These schools were selected at random and stratified across all B.C. excluding schools from the lower mainland or southern Vancouver Island.
5. Questionnaires were mailed to the principals of these 50 schools.
6. The results from these questionnaires were analyzed and tabulated.

STAGE II

This stage included the production of a quantitative questionnaire for teachers in rural schools. The questionnaire focused on the pre-service and the in-service needs of a rural teacher. 242 schools were included in the sample with questionnaires mailed to Grade 2 and Grade 5 teachers.

A structured interview system was devised and 13 rural schools were visited in Williams Lake, School District No. 27, and Shuswap, School Distrtict No. 89.

The recommendations which result from the questionnaire and interviews will form the basis for Stage III of the project.

STAGE III

1. Identification of characteristics and needs of teachers in rural schools.
2. Development of a training programme designed to meet both the pre-service and in-service needs of B.C.'s rural teachers.

IV. FINDINGS OF THE STUDY

STAGE I

A. SURVEY OF TRAINING FOR RURAL TEACHERS IN CANADA

Letters were mailed to the Ministry of Education of each Province on December 14, 1979.

TABLE 1

Replies Received	Information
Alberta	Inquire: University of Alberta, University of Calgary, University of Lethbridge
Saskatchewan	See information from University of Saskatchewan - University of Regina.
Manitoba	Brandon University offers a special training programme for rural teachers.
Ontario	No specific programmes offered but refer to each college recommended.
Quebec	No specific training for rural teachers. Multigrade classroom at l'Universite Bishop.
New Brunswick	U. of New Brunswick in Fredericton - no special training for rural teachers. l'Universite de Moncton.
Nova Scotia	Programs offered not specifically designed to train rural teachers.
P.E.I.	No programs offered to train teachers for rural schools.
Newfoundland	Memorial University of Newfoundland offers a program for rural teachers.
N.W.T.	Direct inquiries to Teacher Education Program, Fort Smith.
Yukon	The University of B.C. operates the Yukon Teacher Education Program.

Colleges and University Responses on Training Teachers for Rural Schools

TABLE 2

Univ./College	Information
Regina	No special program or even a course directed at rural teachers. Large number of students intern in rural schools.
Saskatchewan	No special program. In some courses attention to multigrade classrooms.
Brandon	Rural training basic emphasis in field experiences. Courses in Multi-Grade Classroom, School and Community, Rural Education.
York	No programs specific to rural teachers.
Windsor	No specific training program for rural teachers.
Queen's	No specific program. Few schools in this area are 5 classrooms or less as students are bussed.
Nipissing	No courses address rural education as a specific entity. Until mid-1950's teachers were prepared for rural school teaching. In 1968 one and two room schools were eliminated.
West. Ontario	No differentiation between urban and rural teachers.
Toronto	No program for the training of rural teachers.
Bishop's	A unique program of only 25 students. All students practise teach in elementary and secondary schools. (calendar enclosed)
Memorial (Nfld.)	Calendar was enclosed. Diplomas offered in Native and Northern Education.
Teacher Educ. Program N.W.T.	Two year program to put bilingual (Indian/Metis/Inuit) teachers into teritorial schools.

The survey of colleges across Canada resulted in identifying only one university which offered a programme specifically designed for rural teachers. The most important part of this programme is the field experience component based in rural schools. The American universities contacted at LaGrande, and Portland, Oregon, both emphasize the need for student teachers to experience the rural setting. Brigham Young University in Utah has a field based competencies centered approach to training teachers for rural schools. (Brigham Young, 1975; Muse, 1978). Some Canadian universities offered programmes which specialize in teaching native Indians and Eskimos with emphasis on the culture and language of the area. The University of Victoria, therefore, has little Canadian experience to use when designing a programme for rural teachers.

B. THE STUDY OF PRINCIPALS OF RURAL SCHOOLS

Major Findings: Questionnaires were mailed to 50 principals (Appendix A) on February 20, 1980. Follow-up letters and questionnaires were sent to 25 of the original sample on March 28, 1980. The 40 responses received were coded and classified.

Without definitive data on a possible 'no response' bias, the findings reported are limited to only those persons responding to the survey.

ADVANTAGES AND DISADVANTAGES

In reply to the first question on the advantages of teaching in a rural school there appeared to be six factors which contribute to teacher/principal satisfaction.

TABLE 3

ADVANTAGES OF RURAL SCHOOLS AS PERCEIVED BY PRINCIPALS

Advantage	Frequency N=40
1. Knowledge of parents & children	30
2. Small Class size	26
3. Community involvement	19
4. Country living	14
5. Flexibility in teaching	12
6. Multigrade classroom	11

In reply to the question on the disadvantages of teaching in a rural school there appear to be six main factors perceived by principals.

TABLE 4

DISADVANTAGES OF RURAL SCHOOLS AS PERCEIVED BY PRINCIPALS

Disadvantages	Frequency N=40
1. Rural Community living and involvement	29
2. Educational opportunities for children	20
3. Small size of school	18
4. Inadequate professional contacts	17
5. Lack of support services	10
6. Other: frequent staff changes, maintenance of buildings, urban teachers	4

These factors were derived by clustering various comments made by principals. The disadvantages to rural community living and involvement showed a wide range with isolation from other communities and lack of privacy contributing the greatest proportion of these comments. (Table 4)

The principal's opinions on various aspects of rural schools and communities in B.C. are similar to the findings in other studies (Edmonds, 1978; Blowers, 1975; Johnston, 1976). In general the main advantages of the rural schools were the opportunity to know the students in both the school and social setting, the opportunity to belong to the rural community and the opportunity to give individualized instruction and attention to each student. All of these advantages are involved with the student-teacher-parent interaction. The small schools studies and the Prince Edward Island studies support the notion that daily interaction between school and community results in greater parental cooperation and school cohesiveness with less stress on the child (Edmonds, 1978; Muse, 1979).

The disadvantages of teaching in a rural school showed 29 out of 40 principals mentioned rural community living and involvement. The size of the school results in close personal interaction but less opportunity to specialize. This might be particularly true for the rural elementary - secondary schools surveyed but in fact was only mentioned by five of nine such schools.

IMPLICATIONS FOR TEACHER TRAINING

The implications of these results for the training of teachers for B.C.'s rural schools are:

1. Preparation for rural involvement. Urban students need to experience rural living during their pre-service training (Hull, 1979; Dreier, 1977; Muse, 1978; Bruce, 1974).
2. Facilitative and communicative skills. Teachers are expected to be facilitators in the community. The ability of the teachers to establish the cooperation of the community is one of the ingredients essential to success in a rural school. (Muse, 1979)
3. Methods for small group instruction. The small schools in rural areas result in multigrade classrooms. Teachers need to capitalize on the opportunity to use individualized instruction (Charles, 1969).

EXTRA-CURRICULAR ACTIVITIES

The principals' comments on extra-curricular activities were both positive and negative.

The response varied considerably. The classification into positive and negative factors does not give a total picture of the responses. Some principals gave both negative and positive comments whereas others gave fairly limited replies. However, Table 5 includes all the aspects of each comment.

TABLE 5
PRINCIPALS' COMMENTS ON EXTRA CURRICULAR ACTIVITIES

Positive	Frequency N=40	Negative	Frequency N=40
1. Community involvement	11	1. Transportation	14
2. Outdoor field trips	6	2. Dependent on bus schedule	9
3. Intramural	5	3. Distance from town	7
4. Other: more freedom school spirit all we need and want	4	4. Small number of children	7
		5. Limited facilities	6
		6. Other: after school classes heavy load weather	

Extra curricular activities are offered in all the schools surveyed. The factors which limited this offering were the school bus schedule and the distance from other communities. However, the variety of activities offered and the amount of participation by the children tends to verify the findings of Wicker (1969). Extra curricular activities in the small school improved the cohesiveness of the school and involved resource people from the community.

IMPLICATIONS FOR TEACHER TRAINING

1. Teacher training should create an awareness of the concerns for organizing extra curricular activities.
2. Student teachers should be made aware of the need to use community resource people.

STUDENT TRAVEL

Student travel is quite varied in the schools surveyed. Thirty-seven schools have busses available. Only three schools did not have some children who were bussed to school each day. In the three schools all the children could walk to school since the schools were located in small coastal communities. Thirteen of the principals felt that bussing was no problem whereas seventeen principals mentioned bussing as a nuisance since it could interfere with other activities. A particular concern was the long day that the children experienced if they were on the bus for extended periods. Nine principals mentioned attendance was a problem due to weather. (Table 6)

TABLE 6

OTHER TRANSPORTATION AS REPORTED BY PRINCIPALS

Comments	Frequency N=40
Walk	9
Bike	1
Snowmobile	1
Horse	1
Driven	4

The bussing of pupils to rural schools is a way of life. Many children leave home early in the morning and arrive home late in the afternoon, spending as much as one and a half hours per day travelling. The problems encountered with bussing were varied but the most important factor was the length of time involved, particularly for the younger children. Various studies have found the length of school bus journey can influence student achievement (France, 1971; Lee, 1957). Another important consideration was the time available to help children with their school work after school hours. A rural teacher is often unable to assist slow learners except in class time.

IMPLICATIONS FOR TEACHER TRAINING

1. Rural education courses must consider the effect transportation has on the children.
2. Student teachers need experience in scheduling individual conferences during class time to assist slow learners.
3. Student teachers need to know the legal implications of driving pupils.
4. During practica, students must observe how pre and post school activities depend on transportation.
5. Student teachers must become aware of disruptive attendance caused by poor weather.

EQUIPMENT AND SUPPLIES

Obtaining equipment and supplies was mentioned by some principals as one of the disadvantages of rural schools. Some rural schools are well equipped with special funds available from the school district for new equipment. One principal solved the problem of obtaining supplies by buying a truck and picking up all supplies necessary.

Of the coastal schools surveyed all the principals except one mentioned time delays as a factor.

TABLE 7

PRINCIPALS' COMMENTS ABOUT EQUIPMENT AND SUPPLIES

Comments	Frequency N=40
1. Well equipped	20
2. Distance from population centres a factor	17
3. Small number of pupils related to equipment	13
4. Other: Own a truck Borrow Community involvement Professional materials Audio visual	6

The principals' comments were grouped under three main headings as outlined in Table 7.

The B.C. rural schools surveyed showed 50 percent were well equipped. A major concern mentioned was the need to order supplies well in advance to allow for slow delivery. Various school districts have allotted extra money to the small schools to ensure adequate equipment. No school was considered poorly equipped.

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers need to organize necessary supplies several months ahead of their need.
2. Teachers need an awareness of the district budgetary process.
3. Obtaining supplies in some parts of B.C. often requires an innovative approach.

COOPERATION WITH THE COMMUNITY

All the principals surveyed, except one, commented on the excellent cooperation between the school and the community. The school is the focal point of the community and the teacher is often the cultural leader. Various factors need to be considered when establishing cooperation with the community.

TABLE 8

RURAL PRINCIPALS' COMMENTS ON COOPERATION WITH COMMUNITY

Comments	Frequency N=40
1. Excellent - the biggest plus	35
2. Factors which help cooperation:	
a. Attitude of staff	10
b. School must welcome community	5
c. P.T.A.	4
d. Teacher must be cultural leader	5
e. Share facilities	3
f. Use local resource people	4
3. Other factors	8

The attitude of the teachers and staff is the biggest single contributing factor to the cooperation between the school and community. (Table 8)

In order for a rural school to be successful the teachers must welcome community involvement in the school and then the cooperation is the greatest advantage of the rural schools. Eighty-seven percent of the principals surveyed stated that the community involvement with the school was the greatest benefit and satisfaction derived from teaching in a rural school.

B.C.'s rural schools vary and are influenced by the unique aspects of their community. Johnston (1976) discovered the small high schools in B.C. were unique in relation to the community they served. In order to identify schools they found several variables which were critical. Three of these variables referred to community environment. They were community alienation from the dominant culture; community economic disadvantages and community/school transience.

IMPLICATIONS FOR TEACHER TRAINING

1. Student teachers must have experience in rural communities and be prepared to deal with minority cultures.
2. Student teachers must be made aware of community expectations regarding the teachers' role as an educational or cultural model.
3. Teachers must be aware of the uniqueness of each rural community and encourage the community to become involved in their school.

SPECIALIST COURSES - P.E., MUSIC, ART AND DRAMA

Rural school principals mentioned the difficulty of offering specialist courses as one of the disadvantages of a small school. When the comments made specifically about specialist courses are tabulated, there are few common factors in the schools except the importance of the teachers' abilities. (Table 9)

TABLE 9

RURAL PRINCIPALS' COMMENTS ABOUT SPECIALIST COURSES

Factors mentioned	Frequency N=40
1. Dependent upon teachers' perceptions of their abilities	27
2. No problem	8
3. Poor, none, facilities	7
4. Specialist courses weak	6
5. Involve the community	4

One of the factors which limits the offering of specialist courses is the size of the school and staff. Specialist teachers can not be hired if the staff is small according to four of the principals. Three principals mentioned a band program and one mentioned an itinerant music teacher.

The problems of staff size and distance from larger communities limit specialist courses. The ability of the teachers is the most important variable in the offering of specialist courses.

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers should develop as much expertise as possible in specialist subjects.

2. Teachers should be trained to use community resource people whenever possible.
3. Stress must be on a generalist training and development of confidence in handling all subjects.

COUNSELLING AND HEALTH SERVICES

Counselling services appear to be almost non-existant in the rural schools surveyed. One principal felt the lack of counselling was of real concern since in the community there were many incidences of alcoholism and wife beating. One principal was a trained counsellor and many teachers had to take the role of the school counsellor without training. Health services were provided at all the schools surveyed. (Table 10)

TABLE 10

COUNSELLING AND HEALTH SERVICES AS PERCEIVED BY PRINCIPALS

Comments	Frequency N=40
1. Counselling available by teacher, principal or for emergency	8
2. No counselling services	20
3. Nurse visits	15
4. Health care good	17
5. Problems with health care	7
6. Learning assistance good	3

Health care was considered good by 42.5 percent of the principals but 17.5 percent did feel there were problems with the health care in their schools. They recommended first aid training for teachers.

All rural schools had some medical services and in 42.5 percent of the schools the health care was good. However, only three schools mentioned that counselling services were available in the district. The other schools had counselling services provided by teachers or principals who were not specialists. This lack of counselling services in B.C.'s small high schools was noted by Johnston (1976). The principals expressed concern for the lack of counselling services, particularly since the community expected the teacher to be a school and community counsellor. In one Native Indian community the principal stated that the Indian Home/School Coordinator helped provide counselling services.

IMPLICATIONS FOR TEACHER TRAINING

1. Every teacher in a rural school needs training in basic educational counselling plus the referral procedures for adults who need counselling.
2. Every teacher in a rural school needs knowledge of first aid.

STUDENT TEACHERS

Of the principals surveyed only eight mentioned ever having student teachers in their schools.

All the principals mentioned that rural school placements would enable student teachers to obtain a broad experience. Some of the main factors that discourage student teachers is the lack of accommodation, lack of transportation and the limited resource materials.

TABLE 11

RURAL PRINCIPALS VIEWS REGARDING STUDENT TEACHERS

Comments	Frequency N=40
1. Never have student teachers	19
2. Very few student teachers	6
3. Problems encountered by student teachers	9
4. Benefits	14

Two principals emphasized that rural teachers should receive practical experience in rural schools in their preservice training.

Few student teachers ever practice in B.C.'s rural schools. The principals would welcome student teachers but realize the problems of adequate university supervision, transportation and accommodation. However, if teachers are to be successful in rural schools they must receive experience in a rural setting during their training period. (Muse, 1979). The principals surveyed stated that the large staff changes were usually due to the teachers' inability to adapt to rural living. The work load would be heavy for student teachers since there are many multigrade classrooms.

IMPLICATIONS FOR TEACHER TRAINING

1. All students contemplating teaching in a rural school

should experience practice teaching in rural areas.

2. Provision for accommodation, transportation and supervision in rural schools must be made by the university, the school district or the Ministry.

LIBRARY RESOURCES

Library resources appeared to be a greater problem for the elementary secondary schools surveyed. Some principals felt that library resources were adequate for primary grades but inadequate for grades 4-7.

TABLE 12

PRINCIPALS PERCEPTIONS OF LIBRARY RESOURCES FOR ELEMENTARY-SECONDARY AND ELEMENTARY SCHOOLS

A. Elementary-Secondary	Frequency N=8
1. Good library	3
Adequate	3
Poor	1
Small	1
2. Shared with community	1
3. Problems: budget	1
no librarian	1

B. Elementary	Frequency N=32
1. Good library	11
Fair	6
Shared (rotational)	7
Small	2
Poor	6
2. Librarian part-time	2
travelling	1
none	3
3. Budget a problem	3

The library facilities of small schools has often been noted as inadequate (Johnston, 1976). In this survey fourteen of the schools had good libraries. Eight schools shared library books with other schools on a rotating basis. Ten schools surveyed had poor or inadequate libraries. Some school districts provide special funds for the small rural schools since a budget based on enrollment leaves these schools poorly equipped. Only one elementary-secondary school had a library inadequate for teaching the prescribed programme.

The library resources were often supplemented by the good delivery service from the district resource centre. Of the 40 schools surveyed only 10 principals felt the libraries were too small or inadequate. (Table 12)

Some solutions were offered such as raising funds to buy books, sharing with the community, appealing to charity. There is a problem in many rural schools with below standard libraries. None of the schools had a full-time librarian.

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers must be trained in the care of audio visual equipment; in the use of alternate reading materials such as magazines, newspapers.
2. Teachers must develop a system of sharing materials with other schools in the district.
3. The teacher should have some training in the organization of a library.

ENROLLMENT PROBLEMS AND PROSPECTS

Many rural schools of B.C. have a transient population. In some areas the schools will be closed if the population declines. Long term planning is difficult for a teacher since it is impossible to predict enrollment from year to year. The farming and native communities are less transient than one-industry communities. Nine schools reported stable enrollment, nine reported declining enrollment, fourteen reported transient populations and four predicted an increase in enrollment. Of the forty schools surveyed, only three had enrollments so low that they may be closed next year. Therefore the majority of rural schools are here to stay.

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers should be able to teach any grade.
2. Teachers must be flexible enough to teach more than two subjects because of transience and fluctuations in enrollment.

MULTIGRADE CLASSROOMS

Multigrade classrooms are the norm in a rural school. The grouping of children can be quite difficult in small schools where there are uneven numbers in various grades. The comments from the principals ranged from multigrade classroom considered an advantage to a disadvantage. The most important factor mentioned for determining the success of a multigrade classroom was the teachers' ability to plan and organize. Two school districts bus students so there are no multigrade classes in two of the schools. All the other schools included in the survey had some multigrade classrooms. (Table 13)

TABLE 13

MULTIGRADE CLASSROOMS - COMMENTS BY RURAL PRINCIPALS

Comments	Frequency N=40
1. Multigrade classrooms	36
2. Multigrade classroom present but no problems	20
3. Few or no multigrades	4
4. Benefits of multigrades	11
5. Disadvantages of multigrades	15
6. Importance of organization	6

Half of the principals considered multigrades to be no problem to their teachers. Many benefits were mentioned as a result of multigrade classrooms such as more individualized instruction, tutorials by older pupils, and a greater opportunity for teachers to be innovative. The greatest disadvantage of multigrade classrooms was the time involved in the preparation and planning of lessons. The principals of six schools felt that science and social studies programmes presented some problems in regard to repetition while allowing for children who transfer between schools.

Ninety percent of the schools surveyed had multigrade classrooms. These classrooms were viewed as both an advantage and a disadvantage. Various factors were mentioned and the most common concern was the organization and planning of classroom time. A multigrade classroom provides a broad experience for the teacher and an opportunity to present individualized instruction. Most principals stated that the multigrade classroom posed no problem when the numbers were small and the time was effectively planned. Several methods of organizing the multigrades were suggested. Older children tutoring younger children was mentioned by four schools.

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers for rural schools must be trained in teaching in multigrade classrooms. (Charles, 1969; Muse, 1979).
2. Teachers should be prepared to use a cross-age tutorial system in the classroom.
3. Teachers must be prepared to implement individualized and small group instruction.
4. Experience must be developed in working with auxiliary personnel.

GENERAL COMMENTS

The general comments included in the final section of the questionnaire were related to the broader aspects of rural schools. The involvement with the rural community was stressed. Urban teachers will be unsuccessful in rural schools unless they are prepared to be flexible and adapt to the social life of the rural community.

The questionnaire contained no information on the length of time each principal had been in the school. Frequent staff changes were noted by two principals as disadvantages in rural schools. Of the original 50 questionnaires mailed in this survey (see Appendix "A"), 20 of the principals were new to their school in September, 1979. These questionnaires were answered by principals in all the schools with a resident principal and by teachers where there was no resident principal. Of the schools surveyed, eleven had two rooms or less.

The implications derived from the responses to the questionnaires formed the base for the questionnaire for teachers in rural schools. The training needs identified result from the opinions of principals whereas a purpose of this project is to identify the perceived needs of the teachers. This first open questionnaire was intended to be broad in order to give a wide scope to the understanding of rural schools in B.C. The responses to the questionnaire provide a comparison between the principals' opinions and the teachers' perceived training needs.

V. FINDINGS OF STUDY STAGE II

A. PROCEDURE FOR TEACHERS' QUESTIONNAIRE

Three questionnaires were developed for teachers in B.C. rural schools. These questionnaires all included a general section on the background of the teachers, the factors which were important in their decision to take their present teaching position, the factors which were important in a decision to leave their present schools, general comments about services to their school and open comments on the community and school enrollment.

The unique section of one questionnaire (Appendix B1), included questions on community relations, pupil support services and student travel. The second questionnaire (Appendix B2), contained questions on extra-curricular activities, and multigrade classrooms. The third questionnaire (Appendix B3), contained questions on equipment and materials and school facilities. All three questionnaires included open comments on preparing student teachers for rural schools.

Two questionnaires were mailed to each of the two hundred and thirty-six identified rural schools. A random selection of the three questionnaires was sent. Forty-two of these schools were one teacher schools so the total questionnaires sent were 430. 225 responses were received (71 - B1; 70 - B2; and 79 - B3).

B. SURVEY OF B.C. RURAL TEACHERS ON GENERAL ASPECTS OF RURAL TEACHING

The description of the sample is included in Table 14. The mean years in the school district was bimodal with 1 and 9 years as the peaks. Mean years in the present school was increased by some teachers who had been many years in their school but the largest numbers of teachers were in their first year at the school.

The results from the general section of all the questionnaires are outlined in Table 15 as to why the teachers took their present teaching positions.

The 220 teachers who answered the questionnaire showed differences in the reasons for taking the position in their present rural school. 137 teachers said they would remain in their school next year, 70 said they would leave and 10 were undecided in May 1980. Small community life was more important to teachers who were staying than to those who were leaving and they were less interested in high salary. (Table 15)

More independence was rated as important by all the rural teachers. This tends to support the findings that rural teachers are more self-reliant and autonomous (Costa, 1979), than their urban colleagues.

TABLE 14

DESCRIPTION OF THE SAMPLE

Variable	Total Sample	Questionnaire 1	Questionnaire 2	Questionnaire 3
Number of respondents	220	79	71	70
Sex - Male	86 (39%)	36 (46%)	25 (35%)	25 (35%)
- Female	134 (61%)	43 (54%)	46 (65%)	45 (65%)
Mean years of University training	3.9 years (mode at 4)	3.9 years (mode at 4)	3.8 years (mode at 4)	4.1 years (mode at 5)
Mean years in the school district (not including 1979/80)	3.7 years (modes 1,9)	3.8 years (modes 2,9)	3.3 years (modes 1,9)	3.9 years (modes 0,3,9)
Mean years in present school (not including 1979/80)	2.8 years (mode at 0)	2.7 years (mode at 0)	2.6 years (mode at 0)	2.9 years (mode at 0)
Mean number of grades taught	3.0 grades (mode at 2)	3.1 grades (mode at 2)	2.9 grades (mode at 2)	3.1 grades (mode at 2)
Number definitely staying at present school for 80/81 yr.	138 (63%)	51 (64%)	40 (57%)	47 (67%)

GENERAL FACTORS IMPORTANT TO TEACHERS IN RURAL SCHOOLS

TABLE 15
FACTORS WHICH MAKE TEACHERS ACCEPT THE JOB
(Scale 0-4 Not a factor - extremely important)

Factors	Total Pop. N=220 Mean	Stay N=137 Mean	Leave N=70 Mean	Undecided N=10 Mean
High Salary	.98	1.19	.65	.44
Opportunity to teach Native Children	.37	.40	.32	.22
Small Community Life	2.02	2.23	1.60	2.30
Access to Outdoor Recreation	2.08	2.16	1.98	1.80
Cheap Housing	.88	.81	.95	1.1
Best Teaching Offer	1.77	1.68	2.02	1.0
Came with Spouse	1.38	1.42	1.35	1.11
Dislike of Large Cities	2.16	2.28	1.88	2.5
Gives greater Responsibility	1.9	1.87	2.0	1.88
More independence	2.35	2.37	2.3	2.5
Always wanted to Teach Rurally	1.85	2.00	1.57	2.0
Grew up in Rural Community	1.14	1.19	.92	2.0
Other	3.02	3.00	3.00	4.0

TABLE 16
RANK ORDER OF REASONS FOR TAKING THE PRESENT JOB OF TEACHERS WHO ARE LEAVING AND THOSE WHO ARE STAYING
(Scale 0-4 3-5 Not a Factor - Extremely Important)

	Staying N=37		Leaving N=70	
	Mean	Rank	Mean	Rank
More Independence	2.37	1	2.30	1
Dislike of Large Cities	2.28	2		
Small Community Life	2.23	3		
Most attractive offer			2.02	2
Greater responsibility			2.9	3

Both teachers who were leaving and those who were staying in their present positions ranked more independence as first. Teachers who were staying ranked "dislike of large cities" and "small community life" as their second and third most important reason for taking the position, whereas the teachers who were leaving ranked "most attractive teaching offer" and "greater responsibility" as their second and third most important reasons for taking the position. (Table 16)

Community involvement and the enjoyment of small community life appear to be most important consideration in the selection of teachers for small rural schools (Muse, 1978; Charles, 1969). B.C. teachers, as well as the principals, showed successful rural teachers will choose to teach in a rural school because they like the rural community.

TABLE 17

RANK ORDER OF FACTORS, FOR ALL THREE GROUPS OF TEACHERS, WHICH INFLUENCED THE DECISION TO TAKE THE POSITION

Staying N=137	Leaving N=70	Undecided N=10
1. More independence	More independence	More independence
2. Dislike of large cities	More attractive teaching offer	Dislike of large cities
3. Small community life	Greater responsibility	Small community life
4. Access to outdoor recreation	Access to outdoor recreation	Always wanted to teach rurally

Only ten teachers were undecided in May as to whether they would remain in their present rural schools. Table 17 compares the reasons these teachers accepted their positions with the teachers who are leaving and those who are staying. The ten undecided teachers have similar factors for accepting their positions to those teachers who are staying. Dislike of large cities and enjoyment of small community life are important to them.

The common factor "access to outdoor recreation" in teachers who are leaving as well as staying has been mentioned in the literature. Borg (1965) found there was a difference in recreational preferences between teachers in urban and rural schools.

THE IMPLICATIONS FOR TEACHER TRAINING

1. Selection of student teachers who wish to live in a small rural community.
2. Selection and fostering of student teachers who are independent, autonomous people.

The teachers who were leaving B.C. rural schools gave various reasons for leaving (Table 18).

TABLE 18
FACTORS WHICH MAKE TEACHERS LEAVE

Factor	Mean N=69	Rank Order
1. Salary not high enough	0.26	
2. Housing	0.77	
3. Isolation	1.50	2
4. Lack of access to shopping	1.36	3
5. Equipment and supply problems	.93	
6. Too heavy a work load	1.14	5
7. Teaching multigrade classes	90	
8. Not enough support from district	.96	
9. Received teaching offer elsewhere	1.55	1
10. Frustration with students	.75	
11. Weather	.65	
12. Lack of privacy	.89	
13. School closing	.19	
14. Not enough community support	1.16	4

The most important reason for the teachers leaving their present position was personal. However, only 29 teachers responded to this question. The next highest ranked factor was "received a teaching position elsewhere." The second and third highest ranked factors were "isolation" and "lack of access to shopping." It is of interest to compare these results with the reasons these teachers gave for the original decision to accept the position. (Table 19)

TABLE 19

TEACHERS REASONS FOR ORIGINALLY TAKING THE JOB AND THE FACTORS WHICH CONTRIBUTED TO LEAVING N=70

Factors for taking the job	Rank	Factors for leaving the job	Rank
More independence	1	Received other teaching offer	1
More attractive teaching offer	2	Isolation	2
Greater responsibility	3	Lack of access to shopping	3
Access to outdoor recreation	4	Not enough community support	4

One factor which influenced the teachers to take the position originally was also a factor which contributed to their decision to leave; the most attractive teaching offer. However, in originally accepting the job these teachers considered "more independence," "greater responsibility" and "access to outdoor recreation" as important factors. On leaving, "isolation," "lack of access to shopping" and "not enough community support" were factors. These last factors appear to be all related to the isolation of the community.

These results suggested teachers who took the position because it was the most attractive teaching offer were not committed to the rural community. After teaching in the rural school they found the isolation, lack of access to shopping and rural community were not acceptable to them. The lack of preparation of teachers in rural problems, experience and observation in rural schools was cited as a need in preparation of rural teachers (Hegtvedt-Wilson 1980).

IMPLICATIONS FOR TEACHER TRAINING

1. Student teachers should experience living in a rural community before committing themselves as rural teachers.
2. A rural teacher must accept the "isolation" of the position. To prepare for isolation some self-awareness courses could be included in teacher training.

GENERAL ADEQUACIES OF RURAL SCHOOLS

The general adequacies of B.C. rural schools were evaluated by the 220 teacher respondents. (Table 20)

The ANOVA showed no significant differences in the perceptions of the adequacy of elements in the school between the teachers who were staying and those who were leaving. These elements ranged from the highest rank of adequate audio visual equipment to the lowest rank of a drama specialist who was really not present in these schools. All the specialist services were ranked as present but barely adequate. Specialists in Drama, Art, P.E., Music, French, counselling and children with special needs were considered to be seldom present. The two elements considered to be adequate were audio visual equipment and school-community cooperation..

Of concern to teacher educators is the lack of specialists in B.C. rural schools. Rural teachers need to be trained in drama, art, P.E., music, French, counselling and children with special needs. The rural schools must depend upon the ability of the teacher. This aspect was responded to in greater depth by the teachers who answered the orange quesionnaire on pupil support services.

IMPLICATIONS FOR TEACHER TRAINING.

1. Rural teachers need special training in drama, art, music and P.E.
2. Rural teachers need to be prepared in some of the basic counselling skills (listening skills and referral procedures).
3. Where there is a need for French language instruction, the rural teacher should provide it.
4. Children with special needs are receiving inadequate support in the rural school. The rural teacher may require training in special education.

TABLE 20

THE TEACHERS' PERCEPTIONS OF THE ADEQUACY OF ELEMENTS IN THEIR SCHOOLS

(Scale 0-4 Not Present-Superior)

Factors	Total Pop. N=220 Mean	Stay N=137 Mean	Leave N=70 Mean	Undecided N=10 Mean
Curriculum for local needs	2.15	2.28	1.92	1.90
Health facilities	2.31	2.44	2.05	2.40
Secretarial services	2.44	2.55	2.25	2.40
Audio-visual equipment	2.87	2.94	2.70	2.90
Art specialists	.68	.70	.68	.33
Music specialists	1.05	1.09	.95	1.1
P.E. specialists	.84	.86	.73	1.40
Drama specialists	.34	.33	.35	.30
French specialists	1.09	1.00	1.19	1.66
Counselling services	1.24	1.20	1.25	1.70
Extra curricular activities	2.18	2.18	2.13	2.50
Student travel arrangement	2.36	2.41	2.24	2.62
School community cooperation	2.80	2.91	2.61	2.77
Children with special needs services	1.75	1.80	1.57	2.33
Law enforcement	2.04	2.10	1.95	1.77
Library resources	2.43	2.47	2.38	2.30
Mail service	2.54	2.57	2.54	2.30

C. SURVEY OF B.C. RURAL TEACHERS ON UNIQUE ASPECTS OF RURAL SCHOOLS

TABLE 21

EXTRA CURRICULAR ACTIVITIES

(Scale 1-5 3-5 Disagree to Strongly Agree)

Factor	Mean N=70	Rank Order
1. Lacks adequate facilities for ECA	3.24	
2. Limited by number of children	3.37	3
3. Transportation a problem	3.61	1
4. The community becomes involved	2.89	
5. ECA's are limited by teacher talents	3.20	
6. "Bus Children" have problem participating	3.42	5
7. Community considers ECA's a frill	2.50	
8. ECA and community events often combined	3.00	
9. Teachers have insufficient time for ECA's	3.49	2
10. Funds are insufficient	2.55	
11. We have as many ECA's as we can handle	3.26	
12. Teachers expected to be heavily involved in ECA	3.32	4
13. Competition against other schools is easy	2.58	
14. I am satisfied with ECA's in our school	3.05	

The five main factors, as the teachers perceive them, in extra curricular activities in rural schools are: transportation is a problem; teachers have insufficient time; the activities are limited by the number of children in the rural school; the students and parents expect the teachers to be heavily involved in extra curricular activities; and the teachers do feel the "bus children" have a problem in participating in after school activities. (Table 21)

MULTIGRADE CLASSROOMS

Ninety-three percent of the teachers were teaching multigrade classes in May 1980. The seven percent who were not then in multigrade classrooms had all previously taught in them. (Table 22)

TABLE 22
TEACHERS' COMPARISONS OF MULTIGRADE AND SINGLE GRADE CLASSROOMS

	Percentages N = 70			
a) Maintaining pupil interest in multigrade classrooms.	11.8 easier	26.5 the same	54.4 more difficult	7.4 don't know
b) Planning science and socials without repetition.	1.4 easier	8.7 the same	84.1 more difficult	5.8 don't know
c) Individualizing reading in multigrade classrooms.	17.4 easier	27.5 the same	43.5 more difficult	11.6 don't know
d) Amount of planning required for teaching multigrade.	0 less	2.9 the same	94.2 more	2.9 don't know
e) Older children tutoring younger children.	60.9 more	31.9 the same	0 less	7.2 don't know
f) Time for assisting individual children in multigrade classroom	18.8 more	14.5 the same	63.8 less	2.9 don't know
g) Opportunities for innovations in multigrade classrooms.	36.2 more	31.9 the same	23.2 less	8.7 don't know
h) Compared to single grade classrooms, maintaining class control in multigrade classrooms is	10.3 easier	50.0 the same	32.4 more difficult	7.4 don't know
i) In terms of student learning the multigrade classroom is	22.1 more effective	25.0 the same	30.9 less effective	22.1 don't know

54.4 percent of the teachers perceived teaching in a multigrade classroom as more difficult than a single grade. The factors which contributed to this greater difficulty were:

1. The amount of planning required for teaching multigrades.
2. Planning science and socials without repetition.
3. Time for assisting individual children.
4. Maintaining pupil interest in a multigrade classroom. (Table 22)

Less than half of the teachers found individualized reading programs more difficult in a multigrade classroom. 17.4 percent found it easier to individualize reading. 60.9 percent of the teachers used older children to tutor younger ones. Classroom control appeared to be the same in single or multigrade classrooms. The teachers were really undecided as to the effectiveness of student learning in a multigrade classroom. They were split as to whether learning was more effective, the same, less effective and one quarter of them did not know.

It was concluded that teaching a multigrade classroom is more difficult than a single grade. This result was consistent with the literature which stated planning was important (Braithwaite, 1966).

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers must be particularly well organized to teach a multigrade classroom. They must expect to take more time planning the curriculum.
2. Teachers should be trained to use older children as tutors.
3. Science and Social Studies curriculum need special adaptation for multigrade classrooms.
4. Student teachers must become aware of individualized reading programs.

TABLE 23
PERCEPTION OF TEACHERS ON COMMUNITY RELATIONS
(Scale 1-5 3-5 Disagree to Strongly Agree)

Factor	Total Mean (N=75)	Rank Order	Stay Mean	Leave Mean	Undecided Mean
1. Lack of privacy	3.07	9	2.73	3.66	4.50
2. Community people help in school	3.82	4	4.02	3.33	4.50
3. Community expects to be involved	3.51	6	3.57	3.28	4.50
4. Cooperation between school and community biggest plus	3.58	5	3.68	3.33	4.00
5. Teacher is a cultural leader	3.10	8	3.17	2.95	3.00
6. Teachers establish friendly relation ship with community.	4.20	2	4.21	4.25	3.00
7. Close cooperation is essential	4.28	1	4.21	4.50	4.00
8. School is a focal point	3.13	7	3.06	3.35	2.50
9. Community interested in school activities	3.91	3	3.76	4.24	4.00
10. Teachers are looked on with suspicion	2.35	10	2.13	2.80	3.00

The results displayed in Table 23 show teachers consider close cooperation between the school and community to be an important part of rural teaching. They agreed that it was necessary for the teachers to establish friendly relationships with the community.

IMPLICATIONS FOR TEACHER TRAINING

The implications for teacher training are the same as the section on the principal's responses. (see p.32, Table 8) Student teachers need to experience the rural community living. They need to be aware of the close cooperation essential between the school, the parents and the community.

TABLE 24

PUPIL SUPPORT SERVICES

Support Services	Need for Services Mean (scale 0-4)	Rank	Availability (Scale 0-3)	Rank
1. English as a second language	.44	8	.62	9
2. Gifted and talented	1.53	4	.90	9
3. Physically handicapped	.37	9	.66	8
4. Sensory abnormalities	.97	7	1.09	5
5. Speech defects	1.36	6	1.24	3
6. Social behaviour problems	2.00	2	.92	6
7. Reading problems	2.45	1	1.66	2
8. General health services	1.68	3	2.05	1
9. General counselling	1.52	5	1.13	4

The greatest perceived need was for support with reading problems; teachers said that the resources were available but not in the school. The second greatest need was for support with social behaviour abnormalities. Help was available but difficult to get. General health services were the most readily available services in the rural schools surveyed. (Table 24)

Delivery of pupil support services in rural areas has been considered in the literature (Schrag 1979, Carlson 1972, Holgkinson 1980). The distance from the urban centre increases the cost of programs. Since the rural home is often not oriented toward school and reading, it is not surprising that the teachers feel a need for help with reading problems (Chavis 1979).

The teachers rated the need for counselling services as a weak to moderate need. This result is contrary to the principal's comments who felt the teachers were expected to be counsellors. In fact the teachers perceived the need for gifted and talented support services to be as high as the general counselling need (means of 1.53 and 1.52 on a 4 point scale).

IMPLICATIONS FOR TEACHER TRAINING

1. Training needed in remedial reading.
2. Training needed to handle all basic support services: behaviour abnormalities, physically handicapped, English as a second language, gifted and talented programs, speech defects, general counselling skills.

STUDENT TRAVEL

Fifty-one percent of the teachers indicated that the most common method of travel to the school was by the school bus. Walking was rated as most common by 31 percent. (Table 25)

The teachers report that school bus travel is not perceived as a problem by almost all the students, and by two-thirds of the teachers. However, about half of the teachers did point out that school bus travel resulted in a greater amount of supervision, and more than one third felt that problems on the bus carry over into the school. (Table 25)

TABLE 25
METHOD OF STUDENT TRAVEL TO THE RURAL SCHOOL
(n=70) (Entries are percentages)

Method of Travel	% of Teachers Reporting the Method was used most common method	% of Teachers Reporting the Method was the
School Bus	62.8	51.4
Walking	82.9	30.0
Driven by Parents	58.6	5.7
Bicycle	55.7	4.3
Snowmobile	1.4	0.0
Horse	1.4	1.4
Boat	4.3	2.9

TABLE 26
TEACHER OPINIONS ON PUPIL TRAVEL
(all entries are percentages)

Statement	Disagree or Strongly Disagree	Undecided	Agree Strongly Agree
A. School Bus			
1) The school bus is not viewed as a problem by the pupils	5	4	91
2) The school bus is not viewed as a problem by teachers	19	12	69
3) Extra supervision is required because of the school bus schedule	47	3	50
4) Problems on the bus carry over to school	36	17	47
5) The travel tires the pupils	67	5	29
B. General			
1) Generally speaking, transporting the child to school is not a problem	10	0	90
2) Bad weather causes a marked decrease in attendance	69	7	24
3) Road conditions are occasionally a problem for travel	31	3	66
4) Books and materials take a beating (because of travel)	45	16	39
5) Children having lunch at school is not a problem	17	8	75
6) Children are picked up on time.	16	2	82

In general the teachers report that transporting the children to school is not a problem.

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers should be aware of the bus scheduling in rural schools.
2. Bad weather will reduce attendance.

EQUIPMENT AND MATERIALS

Two-thirds or more of the teachers reported that sufficient money was available for equipment and supply purchases and that they had plenty of involvement in ordering. However, only about half or fewer gave ratings of adequacy or better to the quality and quantity of music supplies, the quantity of science supplies, and the quantity of books (other than texts) (Table 27). Overall, most (70%) teachers rated their equipment and supplies as adequate or superior. (Table 27)

IMPLICATIONS FOR TEACHER TRAINING

1. Teachers in rural schools need to be prepared to organize supplies several months ahead of their need.
2. Teachers need to utlize equipment ordered by previous teachers in many cases.

TABLE 27

PERCENT OF RESPONDENTS WHO RATED THE FOLLOWING SUPPLIES AND PROCEDURES ADEQUATE OR BETTER

(Arranged in decending order of rated adequacy)

Supply or Procedure	%Rating it adequate or better (in decending order) (n = 71)
1. Teacher involvement in ordering equipment and supplies	87
2. Procedures for determining access to equipment and supplies	74
3. Money allocated to supply purchases	71
4. Quality of audio-visual equipment	71
5. Quantity of sports equipment	68
6. Money allocated to equipment purchases	65
7. Quantity of audio-visual equipment	65
8. Quantity of art supplies	65
9. Quality of sports equipment	64
10. Quality of books (other than texts)	62
11. Quantity of books (other than texts)	55
12. Quality of music supplies	51
13. Quantity of science supplies	49
14. Quantity of music supplies	46
% of respondents who gave an overall rating of adequate or better to equipment and supplies	70

GENERAL FACILITIES

General facilities received ratings of adequate or superior by most (67%) teachers (Table 28). However, 80% of them singled out winter and poor weather play areas as being less than adequate. Gymnasiums were rated the same by 59% of the teachers, 43% reported they had no gymnasium. Considering the lack of access that many of those schools have to other recreational facilities, these are significant ratings.

Libraries were rated as adequate or better by less than half the teachers, and not present by 18% of the teachers. These ratings coincide with their rating of the quantity of books given in Table 27. The staff room and general office also rated adequate or better by low proportions of the teachers. A more detailed examination of the results showed that 18% reported no general office, and 23% reported no staff room.

In response to the general question: "Must you make major adjustments in the educational program because of lack of facilities?", 41% said yes.

TABLE 28
PERCENTAGE OF RESPONDENTS WHO RATED EACH FACILITY OR SERVICE ADEQUATE OR BETTER

(Arranged in decending order of rated adequacy)

Facility or Service	% of respondents who rated the facility adequate or better
1. Electricity Supply	84
2. Desks and Tables	81
3. Sinks	80
4. Toilets	80
5. Artificial Lighting	78
6. Heating	77
7. Parking Space for Teachers	76
8. Chalkboards	74
9. Water Supply	71
10. Outdoor Play Areas	69
11. Natural Lighting	65
12. Tackboards, Display Space	65
13. Thermostats	65
14. Maintenance and Upkeep of Facilities	62
15. Electrical Outlets	59
16. Ventilation	58
17. Soundproofing for Sounds from Outside the school	58
18. Ability to Darken Room	54
19. General Office	54
20. Staff Room	48
21. Library	48
22. Sound Proofing for Sounds in this School	43
23. Gymnasium	41
24. Students' Storage Space	40
25. Teachers' Storage Space	40
26. Winter and Poor weather Play Areas	20
% of respondents who gave an overall rating of adequate or better to facilities	67

IMPLICATIONS FOR TEACHER TRAINING

1. Rural teachers may need a different type of P.E. training for schools which have no gymnasiums.
2. Teachers need to be able to set up their own libraries in the classroom. This may involve a rotation scheme with the schools in the district.
3. Teachers need to be aware that many rural schools lack play areas for poor weather.

D. INTERVIEWS OF TEACHERS IN B.C. RURAL SCHOOLS

Interviews were conducted in May, 1980, in eight rural schools in School District No. 27, Williams Lake. These schools included two one-room schools (K-7), one two-room school (K-7), three three-room schools (K-7) and two elementary-secondary schools (K-10). Interviews were also conducted in five schools in School District No. 89, Shuswap. These schools included one one-room school (K-4), one two-room school (K-3), two four-room schools (K-6) and one elementary-secondary school (K-9).

TABLE 29
SCHOOL CHARACTERISTICS

Characteristics of the Schools included in the interview survey
N = 13

Classrooms		Teachers		Type of Community		Distance From Town	
No.	Frequency	No.	Frequency		Frequency		Frequency
7 rooms	1	7 1/2	1	Ranching and Native Comm.	5	150-200 km	1
5	3	4 1/2	3				
4	2	4	1	Logging	1	100-150 km	3
3	2	3 1/2	2				
2	2	3	1	Farming	2	50-100 km	4
1	3	2	2				
	1	3		Farming and Resort	3	0-5- km	5
				Ranching and Mining	2	Average= 70.7 km	

All but one of the schools in the Cariboo-Chilcotin region were in ranching communities with high percentages of Native Indian students. Other occupations mentioned were logging, trapping and mining. The schools in the Shuswap area were all in farming communities with a few parents commuting to Salmon Arm for work. The distance of these schools from the nearest town ranged from 50 km to 200 km. (Table 29).

Thirty-two teachers responded to open questions during interviews. (Appendix C) Comments were made on:

1. Teacher characteristics necessary to be successful in rural schools.
2. Previous training for rural schools.
3. Satisfiers and dissatisfiers for rural teachers

4. Community relations.

5. Training needs for rural teachers.

6. Other comments.

Many teacher and principal questionnaire responses were confirmed by these interviews. Rural teachers perceived adaptability, tact and diplomacy, and community involvement to be essential for success in rural schools.

TEACHER CHARACTERISTICS

TABLE 30

Personal Characteristics essential for B.C. Rural Teachers as perceived by teachers during interviews.

	Rank Order
Adaptable, sense of humor	1
Tact, diplomacy	2
Community involvement	3
Rurally oriented, likes isolation comes from rural area	4
Self-reliant, resourceful	5
*Other: Multi-talented	
Married, not single	
Organized	
Experienced teacher	
Able to handle discipline	4

*mentioned by fewer than 10 teachers

There were no significant differences of opinion between the two school districts. Personal characteristics essential for B.C. rural teachers were not perceived as different for ranching, native communities and farming, resort communities.

Teachers mentioned adaptability, flexibility and a sense of humor more often as an important characteristic of successful rural teachers (Table 30). Tact and diplomacy was the second most often mentioned personal characteristic. The necessity for rural teachers to be involved in the community and the importance of rurally oriented teachers were the third and fourth ranked characteristics. These results are consistent with the findings of the other questionnaires in this study when rural teachers who stayed in rural areas stated small community life was important to them. Independence was ranked second in importance in the results from teacher questionnaires.

None of the teachers interviewed had received specific training for rural schools.

SATISFIERS AND DISSATISFIERS

The satisfiers and dissatisfiers for rural teachers in the thirteen schools interviewed are outlined in Table 31. The most often mentioned satisfier was community involvement and the most common dissatisfier was lack of professional contact. These results support the findings from B.C. principals' questionnaires.

TABLE 31

Satisfiers and Dissatisfiers for B.C. Rural Teachers
as perceived by teachers during interviews

SATISFIERS	DISSATISFIERS
Rank Order	Rank Order
1. Involvement in community Know Children and parents well	1. Lack of Professional contact
2. Small school - cohesive staff, less administration	2. Limited supplies and equipment
3. Rural living	3. Community involvement, lack of privacy
4. Teacherages	4. Isolation
5. Higher salary	5. Lack of specialists
6. Teach all ages	6. Other: Busing, extra supervision, lack of support services, no substitute teachers.

The teaching staff interviewed in six of the schools perceived the small school size as an important satisfier for teachers. Cohesiveness of staff and small classes were also outlined by B.C. principals as advantages in rural schools. Rural living was again stated as an integral part of teachers' success and those who do not enjoy the rural life will not stay. The dissatisfiers for the teachers stated in the interviews verify previous findings. Lack of professional contact increased the feeling of isolation of these teachers. Difficulties with equipment and supplies was mentioned by teachers in both school districts. Lack of privacy in a small community was mentioned by many teachers.

SCHOOL-COMMUNITY RELATIONS

Teachers during the interviews discussed many aspects of school-community relations. The two aspects mentioned most often were the ability to get to know parents well and the need for teachers to participate in community activities. Table 32 summarizes the factors which student teachers should consider when planning to teach in rural schools.

TABLE 32

Important Aspects of School-Community Relations
as Perceived by Teachers and Principals

Rank Order N = 32	
1	Get to know parents well
2	Participate in community activities
3	Book learning not always respected (Parental expectations different)
4	Fishbowl syndrome
5	Negative attitute to teachers (Teachers regarded as transient)
6	Lack of other professionals Isolation
7	Understanding Native community

Teachers mentioned several negative aspects of rural communities such as attitudes of parents to book learning and to teachers who are transient. In farming and ranching communities teachers often appeared to gain respect from their ability to take part in community interests more than their knowledge or academic expertise. The lack of privacy and social isolation teachers perceived as unavoidable aspects of rural living. At two schools the teachers felt strongly that student teachers should receive training in Native cultures and teaching English as a second language. These findings are consistent with the studies of Muse (1979), Dodendorf (1979) and Edington (1976).

TRAINING NEEDS FOR RURAL TEACHERS

During the interviews, teachers discussed pre-service, in-service, specialist and multigrade classroom training needs of rural teachers. Special training for multigrade classrooms was considered important by teachers (Table 33).

TABLE 33

Training needs for Multigrade classrooms
as perceived by Teachers and Principals during interviews

N = 32	Rank Order
Practicum in rural schools	1
Curriculum development (Units for all grades)	2
Class Organization	3
Individualized instruction	4
Collecting resources and materials	5
Range of abilities (expectations)	6
Primary and remedial reading	

Student teachers should complete practica in multigrade classrooms and be prepared to teach all grades including several subject areas at the junior high school level.

Most of the teachers agreed student teachers needed a practicum in a multigrade classroom to learn methods of instruction. (Table 33). Other characteristics of multigrade classrooms for which teachers considered training was needed were; curriculum for all grades, classroom scheduling and organization, individualized instruction, and collecting a wide range of resources and materials. Rural teachers need knowledge of abilities and expectations for all grades to enable them to cope with wide ranges of performance. Primary and remedial reading was mentioned with particular reference to multi-grade classrooms where older children could tutor younger ones. Teachers perceived some training in the use of pupil tutors would be beneficial.

The teachers interviewed were concerned with lack of training as learning assistants and in remedial reading. (Table 34)

TABLE 34

Specialists Training Perceived by
Teachers and Principals during Interviews

N = 32	Rank Order
Learning Assistance	1
Basic counselling skills	2
Remedial reading	3
First aid - (hearing problems)	4
P.E. in small Rooms	5
Music	6
Other: T.E.S.L.	
Career Guidance Extra Curricular	
Testing and Evaluating Art	

The need for basic counselling and first aid skills were high priorities for rural teachers. P.E. for schools without gymnasiums and music for all grades were considered to be essential in a rural training program.

The lack of counselling services in the rural schools was noted by Storey (1975) and Johnston (1976).

TABLE 35

In-Service Needs Mentioned During
Interviews by Teachers

N = 32

- Professional contact
- Workshops for special needs children
- Timetabling to include K-7
- Observe other teachers at work
  - Available resources
  - Local Science and socials units
- Others: T.E.S.L., Project teach,
  - Math and English for Multigrades

In-service needs of rural teachers appeared to be as important as any pre-service training. The main dissatisfaction for teachers was lack of professional contact and teachers perceive in-service programs as providing this need (Table 35). Workshops for special needs children could help teachers manage the multitude of demands created by these children in their schools. Teachers in one and two-room schools found timetabling which could include kindergarten children difficult. Included in their wish for greater professional contact was a desire to see other teachers at work. Rural teachers felt their isolation prevented an open exchange of materials, ideas and teaching methods. In-service programs could meet some of these needs. However, teachers were often frustrated by present in-service practices because there were no credit courses in the district, no substitute teachers were available and they received no pay to attend conferences. In general, rural teachers expressed a desire for more, regular in-service programs which would include both credit and non-credit courses.

GENERAL COMMENTS

Throughout the interviews many general comments were recorded. Some of the more common comments included the statements:

> "I would have taken a rural teacher program if there had been one."
>
> "Teacherages make the teachers stay."
>
> "Provision should be made for travel from rural schools to workshops."
>
> "There is no method of browsing at the Resource Centre."
>
> "A rural teacher is always on duty."
>
> "Student teachers should teach for 6 weeks in a rural school."
>
> "It is good for rural teachers to move to other schools but not too often."
>
> "Rural teachers have to learn to make use of teacher aides."
>
> "It helps to have a class 4 driver's license to drive the bus."

All the teachers interviewed expressed an interest in a program designed specifically to train rural teachers and many were interested in working with student teachers as sponsors or visiting instructors. The teachers considered student teachers could bring new resources, materials and ideas into the schools and University supervisors could provide some of the in-service programs while student teachers were present.

These interviews tended to verify the findings from the principals' and teachers' questionnaires.

E. SURVEY OF NORTHERN INTERIOR SCHOOL TRUSTEES

An opportunity to survey the opinions of rural school trustees was provided at the Northern Interior Branch Fall Conference of the B.C. School Trustees' Association held in Atlin, B.C. Twenty-seven Trustees responded to five questions:

1. What personal characteristics did they consider essential for a teacher to be successful in a rural school?
2. In what community activities would they expect a rural teacher to be involved?
3. Whether they felt a rural teacher needed to be a leader in the community?
4. What suggestions did they have to meet the transportation costs of student teachers completing practica in rural schools?
5. What suggestions did they have to provide accommodation for student teachers in rural schools?

TEACHER CHARACTERISTICS

The adaptability of the teachers involvement in the rural community were rated as essential by the NIB School Trustees (Table 36).

TABLE 36

Personal Characteristics Essential for B.C.
Rural Teachers as Perceived by NIB Trustees

Group Ranking N=27	Frequency
1. Flexible, adaptable	11
2. Rurally oriented (love of nature and outdoors)	10
3. Good interpersonal and communication skills	10
4. Emotionally mature, independent, self-reliant, confident	9
5. Community minded	8
6. Knowledgeable with wide interests and skills	6
7. Imaginative, innovative, creative	6
8. High moral standards	6
9. Patient, tolerant, open-minded	5
10. Competent, qualified teacher	5
11. Organized (leadership)	4
12. Resourceful	4
OTHER:	
Empathetic, happy, warm, caring person	4
Dedicated, reliable	3
Accepting community values	2
Sense of humour	1
Healthy	1
Spouse likes area	1

Eleven Trustees perceived flexibility and adaptability essential for a successful teacher in a rural school. Several researchers (Crocker 1974, Hunt 1975, Mitchell 1969) found adaptability one of the characteristics of teachers who were effective. The necessity for a rural teacher to be rurally oriented was stated by eleven Trustees. This result was consistent with the findings of Muse (1977) and Charles (1969). Rural teachers will only stay in rural schools if they prefer the rural setting to urban life. Ten Trustees felt good interpersonal and communication skills were essential for rural teachers. This result is consistent with the need for close school-community cooperation as stated by B.C. rural principals. The fourth most mentioned characteristic was independence (self-reliance, confidence). Several Trustees mentioned this characteristic to be essential to combat the isolation of a rural school. Trustees mentioned not only the need for rural teachers to be community minded but also to understand the community and be accepting of many different values in the community. The characteristics mentioned by Trustees of knowledgeable, innovative and organized are all variables found significant by teacher effectiveness researchers (Rosenshine and Furst 1971, Scofield 1978).

The Trustees were asked to rank order the personal characteristics of rural teachers as they perceived them. However, no consistent results were obtained.

TABLE 37

Importance Ranking of Personal Characteristics for Rural Teachers as Perceived by Individual Trustees

First	Second N=13	Third
Rurally oriented	Adaptable	High Interpersonal Skills
High Interpersonal Skills	Emotionally mature	Community minded
Adaptable	Community minded	Rurally oriented
Emotionally mature	Dedicated	Adaptable
Creative, Innovative	Rurally oriented	Creative
Resourceful	High Interpersonal Skills	Emotionally mature
Knowledgeable	Innovative, Creative	Patient, Tolerant
Open-minded	Open-minded	Resourceful
	High Morals	Dedicated
		Knowledgeable

Three Trustees ranked rurally oriented as number one and three Trustees ranked interpersonal skills as number one. The other ten Trustees, who rank ordered the characteristics, did not show any pattern of preference. The essential characteristics ranked by the group in Table 26 were not similarly rank ordered by individual Trustees. (Table 37)

COMMUNITY INVOLVEMENT

When asked in which community activities the rural teachers should be involved, the Trustees all agreed the teacher must be involved in some activities. A wide variety of activities was mentioned (Table 38). They perceived rural teachers should be involved in activities which are peculiar to the local community. They also emphasized any activities associated with the school as well as sports and recreational activities. Church groups and social groups were included in the list by five and four Trustees, respectively.

TABLE 38

Community Activities in Which Trustees Perceived Rural Teachers Should be Involved

Group Rank Order N=27	Activity	Frequency
1	Local Interests (all which the community wants)	10
2	School oriented (PTA etc)	8
3	Recreational groups	6
4	Sports groups	5
5	Church groups	5
6	Social groups	4
	Other: Adult Education	2
	Music	2
	Dependent on teacher interests	2
	4-H	1
	Planning	1
	Movie nights	1
	Cubs	1
	Travel clubs	1

In answer to the question as to whether rural teachers should be leaders in the community activities, eighteen Trustees felt that they should. Seven Turstees felt rural teachers need not be leaders in community activities and two were undecided. This result agreed with principal's replies which expressed the need for rural teachers to expect to become leaders in the local community.

STUDENT TEACHERS IN RURAL SCHOOLS

Suggestions offered for financing both transportation and accommodation costs of student teachers in rural schools were varied. Only one Trustee felt there was no need to subsidize transportation and all Trustees felt a need to provide some form of accommodation during rural practica. (Table 39).

TABLE 39

NIB TRUSTEE SUGGESTIONS FOR TRANSPORTATION AND ACCOMMODATION OF RURAL PRACTICA

Suggestions for Transportation Costs	Frequency N=20
District subsidize	11
Some assistance	5
Mileage	1
Use of school buses	1
Ministry/University provide campers	1
No assistance	1

Suggestions for Accommodation	Frequency N=23
District subsidize	6
District provide accommodation	5
Local accommodation (with staff)	3
Some assistance	3
School Board share	3
Extra teacherages	2
Ministry/University to provide campers	1

These results indicated the majority of Trustees were prepared for their District to help finance both transportation and accommodation costs of rural practica.

VI. SUMMARY OF FINDINGS

A comparison of the perceptions of the principals and teachers in B.C. rural schools showed differences and similarities. The emphasis on community involvement and cooperation is substantiated by other studies (Charles 1969, Muse 1978, Edington 1976). The principals agreed the advantages of rural schools were to know the students well, belong to a rural community and the opportunity to individualize instruction. The teachers agreed that the community expected to be involved in the school. They also felt close cooperation was essential but they only weakly agreed the teachers should establish the friendly relationship with the community. The community involvement was a satisfier for rural teachers.

The disadvantages of teaching in rural schools mentioned by principals were substantiated by teachers. The lack of privacy was a concern stated by principals. Teachers strongly agreed that this was also a concern for them (4.5 on a 5 point scale). Principals felt isolation was another disadvantage in rural schools. Teachers who were leaving rural schools ranked isolation as the third most important factor which contributed to their leaving the school. Lack of support services was cited by principals while teachers identified reading and behavioral problems as needs in their schools. Counselling services appear to be non-existent in rural schools but the teachers ranked this service as only fifth out of nine as a need in their school.

The interaction of the rural school and its community was considered an advantage and a disadvantage by both principals and teachers. The teachers who leave rural schools appear to do so because the isolation and close involvement are not satisfiers for them. The Trustees emphasized the importance of teachers preferring to live in rural rather than urban areas.

The unique sections of the questionnaires showed some results important to consider when training and selecting teachers for rural schools. Both teachers and principals rate transportation as the number one factor in planning extracurricular activities in the schools. The teachers felt they had insufficient time for extracurricular activities whereas only five principals stated that these activities placed a heavy load on the teachers. The teachers were not particularly satisfied or dissatisfied with extracurricular activities (3.05 on a 5 point scale) in their schools. It is interesting to speculate that perhaps the principals place a greater emphasis on extracurricular activities than do the teachers since they perceived the activities improved the cohesiveness and spirit of the school. The trustees tended to verify the principals' perceptions.

Neither principals nor teachers perceived travel to and from school to be a problem to rural children. The one factor mentioned by principals was the lack of after-school time available due to bus schedules. Teachers did not perceive travel time as tiring the pupils (2.25 on a 5 point scale). This was contrary to the finding of France (1971).

Fifty percent of the principals rated their schools as well equipped (20 out of 40 principals) and teachers rated equipment and supplies as between marginal and adequate (2.69 on a 5 point scale). These results tended to indicate that B.C. rural schools may not be as well equipped as the urban schools. The difficulty of access to resource centres, and distance from population centres are concerns for principals. The teachers were involved in ordering supplies which could create problems when the rate of teacher and principal turnover in rural schools is high.

Twenty-seven principals stated specialist courses were dependent on teacher abilities. Since teachers perceived a lack of drama, P.E., art, music, French and music specialists, it was concluded teachers need to be trained in specialist areas to be successful in rural schools.

The results indicated ninety-three percent of rural teachers are teaching in multigrade classrooms. Fifty percent of principals considered this to be no problem while fifteen principals perceived disadvantages to a multigrade classroom. The single most important disadvantage was the time involved in preparation and planning. Ninety-four percent of the teachers agreed multigrade classrooms required more planning. Teachers need to be trained in methods to cope with multigrade classrooms. Individualized instruction, specially developed science and social studies programs, older children tutoring younger children were all concerns in multigrade classrooms.

To train teachers for B.C. rural schools several factors must be considered. Of vital importance is the selection of student teachers with personal characteristics identified by teachers and school trustees as necessary for success in rural schools. Rural teachers need to be adaptable, tactful, self-reliant and above all they must like the isolation of rural areas. Rural community living must be experienced by student teachers. Methods for planning meaningful extracurricular activities with involvement of community resource people should be included. The ordering of equipment and supplies is a task of the rural teacher. Student teachers should be trained to efficiently plan their materials. Specialist courses must be planned to suit the needs of rural teachers since they will have to depend upon their own abilities. Multigrade classes are present in most B.C. rural schools; teachers need training to handle the various levels of learning.

Teachers and principals in B.C. rural schools are teaching in unique situations and will need special training to meet the many demands of their positions.

VII. RECOMMENDATIONS AND CONCLUSIONS

The conclusion to this report contains three sections. First, the limitations are outlined. Second, the implications and recommendations which pertain to the training of rural teachers are listed. The final section contains the conclusions derived from the study.

Limitations

The questionnaire results were validated through the principal responses, literature reviews, and subsequent rural teacher, principal and trustee interviews. However the following limitations apply:

1. Only elementary school teachers were surveyed.
2. There were no parent or pupil perceptions gathered.
3. No comparisons were made with urban schools.

Implications and Recommendations Implications

The results of the study have a number of implications for the selection and the pre-service and in-service training of teachers. Table 40 compares the implications derived from principal and teacher perceptions. The implications are grouped under the headings of practica, multigrade classrooms, extra curricular activities, transportation, equipment and supplies, community cooperation, specialist courses, support services, library, enrollment and teacher selection. The participant groups emphasized the importance of rural practica for student teachers.

The teachers were less involved in enrollment problems than principals and therefore no implications resulted from their perceptions.

TABLE 40

IMPLICATIONS RESULTING FROM THE SURVEY

RURAL PRINCIPALS AND TEACHERS

Topic	Principals' Perceptions	Teachers' Perceptions
Practica	1. Teachers should be prepared for rural involvement.	1. Teachers should experience living in a rural community during preservice practica.
Multigrade Classrooms	1. Teachers need methods for small group instruction 2. Teachers must be trained to teach multigrade classrooms 3. Teachers must be prepared to use cross age tutorial systems. 4. Experience must be developed in working with auxilliary personnel.	1. Teachers must be particularly organized to teach multigrades. 2. Teachers should be trained in cross tutorials.. 3. Social Studies and Science curricula need special adaptation. for multigrade. 4. Awareness of individualized reading programs
Extra-curricular activities	1. Teachers must be aware of the concerns for organizing E.C.A. 2. Aware of the need for community resources people.	1. Transportation controls the E.C.A. An awareness of this problem. 2. E.C.A. are limited by the teachers time and enrollment in the school.

Transportation	1. Courses must consider the effect transportation has on the children. 2. Experience in scheduling individual conferences during class time. 3. Knowledge of the legal implications of driving pupils. 4. Teachers must observe how pre and post school activities depend on transportation.	1. Teachers must be aware of bus rural scheduling in schools. 2. Bad weather may reduce attendance.
Equipment supplies and facilities	1. The need to organize supplies several months ahead. 2. Awareness of district budgetary process. 3. Orientation is necessary for new small school staff.	1. Be prepared to organize supplies several months ahead of need. 2. Teachers need to utilize equipment ordered by previous teachers. 3. Need to be aware of the lack of gymnasiums and poor weather play areas in rural schools.

Community Cooperation	1. Teachers must be prepared to deal with minority cultures. 2. Teachers must be aware that the community will expect them to be educational or cultural models 3. Teachers must under stand the uniqueness of each rural community and be aware of close cooperation which is essential for the school. 4. Teachers need to establish friendly relations with the community.	1. Teachers must experience rural rural during pre service training. 2. Teachers need to be aware of close cooperation essential between the school and the community.
Specialist Courses	1. Teachers should develop as much expertise and confidence in specialist subjects as possible. 2. Teachers should be trained to make use of community resource people. 3. Stress must be on a generalist who has the confidence to handle all subjects	1. Teachers need special training in drama, art, music and P.E. 2. The rural teacher may have to be the French teacher. 3. A P.E. training for schools without gymnasiums is necessary for rural teachers.
Support Services	1. Every teacher in a rural school needs basic educational counselling skills plus referral procedures for adults.	1. Teachers need some courses in self awareness to combat the isolation of a rural school.

RECOMMENDATIONS

Recommendations which resulted from the study are as follows:

1. All future rural teachers should complete a practicum in a rural school.
2. Student teachers from urban backgrounds need to experience rural living during their pre-service training.
3. Student teachers selected for a rural program must take a course in rural sociology or the equivalent.
4. Student teachers selected must be independent self-reliant people. They should be prepared for adaptation into and acceptance of the "isolation" (both social and geographic).
5. Student teachers must be trained to teach both primary and intermediate grades in a rural school and should observe in Grades 8, 9, 10.
6. Extra funding must be provided for supervision, accommodation and transportation during rural practica.
7. Student teachers should be trained in communication, and interpersonal skills to promote cooperation and harmony between school and community.
8. Student teachers in a rural program must be trained to organize and manage multigrade classrooms. For example they must be trained to:-
    (i) use older children as tutors
    (ii) implement individualized instruction

    (iii) adapt units of instruction in science and social studies to suit various grade levels
    (iv) use individualized reading programs

9. Student teachers in a rural program will need special training in:-
    (i) drama, art and music for all grades
    (ii) P.E. for schools without gymnasia and/or poor weather play areas
    (iii) library skills - such as use of alternate reading materials (magazines, newspapers), organization of a library, care of audio visual equipment
    (iv) innovative use of equipment and supplies since delivery delays and orders made by previous teachers may not meet immediate program needs
    (v) handling basic support services, e.g. behaviour abnormalities, physical handicaps, English as a second language, speech defects, gifted and talented programs
    (vi) organization of extracurricular activities
    (vii) basic educational counselling skills.

10. A rural training program must include a course in first aid.

Conclusions

As a result of this study the Professional Studies Office of the Faculty of Education, University of Victoria is proposing a special preparation program for elementary teachers in small school districts and rural schools. The objectives of this program will be:

1. To provide adequate rural experience and course preparation for pre-service elementary teachers so that when accepting rural placement, they will do so with a realistic understanding of the rural school community situation.
2. To provide small school districts and rural schools with beginning teachers trained specifically for rural placement who will tend to remain longer in such placement.

Any program implemented to train rural teachers must first take into account the personal characteristics the teachers bring to the job. These may be such things as flexibility, sense of humour, self-reliance and sensitivity. These are probably unteachable characteristics and should be part of the selection criteria.

Secondly the program must address those characteristics which can only be experienced. Examples of these are isolation, weather extremes, lack of shopping, limited professional contact. For these, it is essential the student teacher have a rural practica. Community involvement during a practicum would allow a student teacher to experience the close interaction of rural communities and schools.

Finally the program should include particular teaching skills needed for rural schools. For example multigrade teaching, peer teaching, physical education without a gymnasium, remedial teaching and basic counselling techniques are skills which must be learned for success in a rural situation.

It is hoped that the proposed program for rural teacher education at the University of Victoria will train teachers to be successful in the many unique rural communities throughout B.C. The ultimate measure of the success of rural teachers will not be their satisfaction or desire to stay in a rural position but the ability of their pupils to attain independence as learners. Perhaps a statement by Elsie Crampton in 1972 best summarizes the rural teaching experience:

> "In spite of millions of dollars spent on research in trying to evaluate the effective teacher...a fundamental comment emerges, the effective teacher is an experience.
> (Crampton 1972)

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APPENDIX "A"

PRINCIPALS' QUESTIONNAIRE

PRINCIPALS' QUESTIONNAIRE

Please comment on unique rural considerations for:

1. Extra curricular activities

2. Student travel to and from school

3. Obtaining equipment and supplies

4. Cooperation between the school and community

5. Offering specialist courses such as P.E., Music, Art and Drama

6. Counselling and Health Services

7. Student teachers

8. Library resources

9. Enrollment problems and prospects

10. Multigrade classrooms

11. Other

Please identify the main advantages of teaching in a rural school.

Please identify the main disadvantages of teaching in a rural school.

APPENDIX "B"

Main Data Gathering Instruments

3 Questionnaires

QUESTIONNAIRE B_1

GENERAL

1. Sex ☐ male ☐ female

2. Please indicate your present Teacher Qualification Service Category.

☐	☐	☐	☐	☐	☐
2 (EB)	3 (EA)	4 (PC)	5 (PB)	6 (PA)	Other (Please specify) ______________

3. How long have you been employed in this district (not including this year)?

	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
years	0	1	2	3	4	5	6	7	8	9	10 or more

4. How long have you been teaching in your present school (not including this year)?

	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
years	0	1	2	3	4	5	6	7	8	9	10 or more

5. Please check all the grades that you presently teach (either singly or multigrade).

	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade	K	1	2	3	4	5	6	7	8	9	10

6. Have you had any special training in rural or cross-cultural education?

☐ yes ☐ no (please go to question 7)

a) If you answered yes, what kind of training did you receive?

____

b) Where did you take this training?

____

c) Has this training helped you in your present teaching assignment?

☐ yes ☐ no ☐ undecided

7. Please rate the importance of each of the following factors in your decision to take your present teaching position.

extremely important = 4
very important = 3
somewhat important = 2
slightly important = 1
not a factor = 0

a) A high salary	0	1	2	3	4
b) Opportunity to teach native children	0	1	2	3	4

2.

c)	Small-community life	0 1 2 3 4
d)	Access to outdoor recreation	0 1 2 3 4
e)	Cheap housing	0 1 2 3 4
f)	Most attractive teaching offer	0 1 2 3 4
g)	Came with spouse	0 1 2 3 4
h)	Dislike of large cities	0 1 2 3 4
i)	Gives me greater responsibility	0 1 2 3 4
j)	More independence	0 1 2 3 4
k)	Always wanted to teach in a rural setting	0 1 2 3 4
l)	Grew up in a rural community	0 1 2 3 4
m)	Other ____________________________	0 1 2 3 4

8. Are you planning to teach in this school next year?

☐ yes (if yes go to question 10) ☐ no ☐ undecided

9. If you answered "no" to question #8 will you please rate the importance of each of the following factors in your decision to leave.

extremely important = 4
very important = 3
somewhat important = 2
slightly important = 1
not a factor = 0

a)	Salary not high enough	0 1 2 3 4
b)	Housing	0 1 2 3 4
c)	Isolation	0 1 2 3 4
d)	Lack of access to shopping	0 1 2 3 4
e)	Equipment and supply problems	0 1 2 3 4
f)	Too heavy a work load	0 1 2 3 4
g)	Teaching multigrade classes	0 1 2 3 4
h)	Not enough support from district	0 1 2 3 4
i)	Received a teaching offer elsewhere	0 1 2 3 4
j)	Frustration with the students	0 1 2 3 4

k)	Weather	0	1	2	3	4
l)	Lack of privacy	0	1	2	3	4
m)	School closing	0	1	2	3	4
n)	Not enough community interest/support	0	1	2	3	4
o)	Other ______________________	0	1	2	3	4

10. In terms of your experience over the past year, please rate the adequacy of each of the following.

superior = 4
adequate = 3
marginal = 2
present but inadequate = 1
not present = 0

a)	Curriculum for local needs	0	1	2	3	4
b)	Health facilities	0	1	2	3	4
c)	General support services (typing, duplicating etc.)	0	1	2	3	4
d)	Audio visual equipment	0	1	2	3	4
e)	Specialist support services in:					
	Art	0	1	2	3	4
	Music	0	1	2	3	4
	P.E.	0	1	2	3	4
	Drama	0	1	2	3	4
	French	0	1	2	3	4
f)	Counselling services	0	1	2	3	4
g)	Extra curricular activities	0	1	2	3	4
h)	Student travel arrangements	0	1	2	3	4
i)	School-community cooperation	0	1	2	3	4
j)	Services for children with special needs	0	1	2	3	4
k)	Community law enforcement	0	1	2	3	4
l)	Library resources	0	1	2	3	4
m)	Mail service	0	1	2	3	4

11. Would you like to have an organization for teachers of small schools?

yes ☐ no ☐ undecided ☐

comments? ____

____

____

12. Please briefly describe the community around your school in the following terms.

a) Countryside around school (farm, industry, housing, forest, water)

____

____

____

____

____

b) Industry in area (main employers)

____

____

____

c) Parents of children (race, culture, economic status etc.)

____

____

____

13. Is the enrollment in your school increasing, decreasing or remaining steady?

☐ increasing
☐ decreasing
☐ remaining steady
☐ don't know

14. How would you rate the likelihood of the school closing in the next 1 to 3 years?

☐	☐	☐	☐	☐
highly likely	fairly likely	undecided	fairly unlikely	highly unlikely

5

COMMUNITY RELATIONS

Please indicate the extent of your agreement or your disagreement with each of the following statements.

strongly agree = 5
agree = 4
undecided = 3
disagree = 2
strongly disagree = 1

1. It is difficult for the teachers to find privacy in this community. 1 2 3 4 5
2. There are numerous community people who can be called upon to help when needed in school activities 1 2 3 4 5
3. The community expects to be involved in school affairs. 1 2 3 4 5
4. Cooperation between school and community is the "biggest plus" in a rural school. 1 2 3 4 5
5. The teacher is expected to be a cultural leader in the community. 1 2 3 4 5
6. Teachers are expected to establish friendly relationships with the community. 1 2 3 4 5
7. Close cooperation between our school and the community is essential. 1 2 3 4 5
8. The school is the focal point of the town. 1 2 3 4 5
9. The community is interested in the activities of the school. 1 2 3 4 5
10. Teachers are looked on with suspicion in the community. 1 2 3 4 5

How can we better prepare student teachers for the kind of community life they will find when teaching in small schools?

____

____

____

____

____

____

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____

PUPIL SUPPORT SERVICES

A. Special Needs

In terms of your school, as it presently is, please rate the need for, and availability of services for each of the following special need areas (please circle the appropriate rating).

Need for Services	Availability of Services
Not a need at present = 0	Present in school = 3
A weak need = 1	Not present in school but easily available = 2
Moderate need = 2	Available but difficult to get = 1
A strong need = 3	Not available = 0
A desperate need = 4	

0 1 2 3 4	English as a second language	0 1 2 3
0 1 2 3 4	Gifted and talented	0 1 2 3
0 1 2 3 4	Physically Handicapped	0 1 2 3
0 1 2 3 4	Sensory abnormalities (sight, hearing, etc.)	0 1 2 3
0 1 2 3 4	Speech defects	0 1 2 3
0 1 2 3 4	Social behavior abnormalities	0 1 2 3
0 1 2 3 4	Reading problems	0 1 2 3
0 1 2 3 4	General health services	0 1 2 3
0 1 2 3 4	General counselling services	0 1 2 3

Besides giving student teachers a course in general first aid, is there any way we can better prepare them in health care and health services for teaching in remote areas?

7

What sorts of counselling issues in remote schools should we prepare student teachers to face?

8

STUDENT TRAVEL

DESCRIPTION

1. Please check the three most common methods of transportation used by your pupils to get to school.

School bus ☐
Walking ☐
Driven by parents ☐
Bicycle ☐
Snomobile ☐
Horse ☐
Boat ☐
Other (please specify)

______________________ ☐
______________________ ☐

Please put an asterix (*) beside the single most common method of travel.

2. Please indicate your extent of agreement or disagreement with each of the following statements by circling the appropriate rating.

Strongly Agree = 5
Agree = 4
Undecided = 3
Disagree = 2
Strongly Disagree = 1

a. Generally speaking, transporting the children to school is not a problem.	1	2	3	4	5
b. The school bus is not viewed as a problem by the students.	1	2	3	4	5
c. The school bus in not a problem to the teacher.	1	2	3	4	5
d. Bad weather causes a marked decrease in attendence.	1	2	3	4	5
e. Extra supervision is required because of the school bus schedule.	1	2	3	4	5
f. Road conditions are occassionally a problem for travel.	1	2	3	4	5
g. Problems on the bus carry-over to school.	1	2	3	4	5
h. Books and materials take a beating (because of travel)	1	2	3	4	5
i. Children having lunch at school is not a problem.	1	2	3	4	5
j. The travel tires the pupils.	1	2	3	4	5
k. Children are picked up on time.	1	2	3	4	5

9.

How can we better prepare student teachers for the advantages/disadvantages of pupil travel in small, remote schools?

QUESTIONNAIRE B_2

GENERAL

1. Sex ☐ male ☐ female

2. Please indicate your present Teacher Qualification Service Category.

☐	☐	☐	☐	☐	☐
2 (EB)	3 (EA)	4 (PC)	5 (PB)	6 (PA)	Other (Please specify) ____________

3. How long have you been employed in this district (not including this year)?

	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
years	0	1	2	3	4	5	6	7	8	9	10 or more

4. How long have you been teaching in your present school (not including this year)?

	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
years	0	1	2	3	4	5	6	7	8	9	10 or more

5. Please check all the grades that you presently teach (either singly or multigrade).

	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade	K	1	2	3	4	5	6	7	8	9	10

6. Have you had any special training in rural or cross-cultural education?

☐ yes ☐ no (please go to question 7)

a) If you answered yes, what kind of training did you receive?

____

b) Where did you take this training?

____

c) Has this training helped you in your present teaching assignment?

☐ yes ☐ no ☐ undecided

7. Please rate the importance of each of the following factors in your decision to take your present teaching position.

extremely important = 4
very important = 3
somewhat important = 2
slightly important = 1
not a factor = 0

a) A high salary	0	1	2	3	4
b) Opportunity to teach nativo children	0	1	2	3	4

c) Small-community life	0 1 2 3 4
d) Access to outdoor recreation	0 1 2 3 4
e) Cheap housing	0 1 2 3 4
f) Most attractive teaching offer	0 1 2 3 4
g) Came with spouse	0 1 2 3 4
h) Dislike of large cities	0 1 2 3 4
i) Gives me greater responsibility	0 1 2 3 4
j) More independence	0 1 2 3 4
k) Always wanted to teach in a rural setting	0 1 2 3 4
l) Grew up in a rural community	0 1 2 3 4
m) Other ______________________________	0 1 2 3 4

8. Are you planning to teach in this school next year?

☐ yes (if yes go to question 10) ☐ no ☐ undecided

9. If you answered "no" to question #8 will you please rate the importance of each of the following factors in your decision to leave.

extremely important = 4
very important = 3
somewhat important = 2
slightly important = 1
not a factor = 0

a) Salary not high enough	0 1 2 3 4
b) Housing	0 1 2 3 4
c) Isolation	0 1 2 3 4
d) Lack of access to shopping	0 1 2 3 4
e) Equipment and supply problems	0 1 2 3 4
f) Too heavy a work load	0 1 2 3 4
g) Teaching multigrade classes	0 1 2 3 4
h) Not enough support from district	0 1 2 3 4
i) Received a teaching offer elsewhere	0 1 2 3 4
j) Frustration with the students	0 1 2 3 4

k) Weather	0	1	2	3	4
l) Lack of privacy	0	1	2	3	4
m) School closing	0	1	2	3	4
n) Not enough community interest/support	0	1	2	3	4
o) Other ______________________	0	1	2	3	4

10. In terms of your experience over the past year, please rate the adequacy of each of the following.

superior = 4
adequate = 3
marginal = 2
present but inadequate = 1
not present = 0

a) Curriculum for local needs	0	1	2	3	4
b) Health facilities	0	1	2	3	4
c) General support services (typing, duplicating etc.)	0	1	2	3	4
d) Audio visual equipment	0	1	2	3	4
e) Specialist support services in:					
Art	0	1	2	3	4
Music	0	1	2	3	4
P.E.	0	1	2	3	4
Drama	0	1	2	3	4
French	0	1	2	3	4
f) Counselling services	0	1	2	3	4
g) Extra curricular activities	0	1	2	3	4
h) Student travel arrangements	0	1	2	3	4
i) School-community cooperation	0	1	2	3	4
j) Services for children with special needs	0	1	2	3	4
k) Community law enforcement	0	1	2	3	4
l) Library resources	0	1	2	3	4
m) Mail service	0	1	2	3	4

11. Would you like to have an organization for teachers of small schools?

yes ☐ no ☐ undecided ☐

comments? ____

12. Please briefly describe the community around your school in the following terms.

    a) Countryside around school(farm, industry, housing, forest, water)

    b) Industry in area (main employers)

    c) Parents of children (race, culture, economic status etc.)

13. Is the enrollment in your school increasing, decreasing or remaining steady?

    ☐ increasing
    ☐ decreasing
    ☐ remaining steady
    ☐ don't know

14. How would you rate the likelihood of the school closing in the next 1 to 3 years?

    ☐ highly likely
    ☐ fairly likely
    ☐ undecided
    ☐ fairly unlikely
    ☐ highly unlikely

5

EXTRA-CURRICULAR ACTIVITIES

1. Please note, to the best of your knowledge, the extra curricular activities which are organized in your school.

2. Please circle any of the Extra-Curricular Activities in which you are involved.

3. Please indicate the extent of your agreement or disagreement with each of the following statements, by circling the appropriate rating.

Strongly Agree = 5
Agree = 4
Undecided = 3
Disagree = 2
Strongly Disagree = 1

a) Our school lacks adequate facilities for ECA (extra curricular activities)	1	2	3	4	5
b) ECA's are limited by the number of children.	1	2	3	4	5
c) Transportation is a major problem in planning ECA's.	1	2	3	4	5
d) The community becomes actively involved in ECA's.	1	2	3	4	5
e) ECA are limited by the teacher talents available.	1	2	3	4	5
f) "Bus children" have problems participating in ECA.	1	2	3	4	5
g) The community looks on ECA as a frill.	1	2	3	4	5
h) ECA and community events are often combined.	1	2	3	4	5
i) The teachers have insufficient time for ECA's.	1	2	3	4	5
j) Adequate funds are supplied by the School District for ECA's.	1	2	3	4	5
k) We have as many ECA's as we can handle.	1	2	3	4	5
l) Our students and their parents expect the teachers to be heavily involved in ECA's.	1	2	3	4	5
m) Competition against other school's teams is easy to arrange.	1	2	3	4	5
n) Overall, I am satisfied with our schools ECA programme.	1	2	3	4	5

6

4. Who is the primary initiator of extra curricular activities (check 1) in your school?

- The teacher ☐
- The principal/vice principal ☐
- The district staff ☐
- The pupils ☐
- The parents ☐
- (Not applicable) ☐

Please comment on how we can better prepare student teachers for extra curricular activities in small schools.

MULTIGRADE CLASSROOMS

1. Do you have more than one grade in your classroom at the same time? (a multigrade classroom)

   ☐ Yes ☐ No (please go to question 2)

2. If you answered "no" to question #1, have you ever taught in a multigrade classroom?

   ☐ Yes ☐ No (please omit the rest of the questions on this topic)

3. Please rate each of the following statements as compared to single grade classrooms.

   a) Maintaining pupil interest in multigrade classrooms.

   ☐ easier ☐ the same ☐ more difficult ☐ don't know

   b) Planning science and socials without repetition.

   ☐ easier ☐ the same ☐ more difficult ☐ don't know

   c) Individualizing reading in multigrade classrooms.

   ☐ easier ☐ the same ☐ more difficult ☐ don't know

   d) Amount of planning required for teaching multigrade.

   ☐ less ☐ the same ☐ more ☐ don't know

   e) Older children tutoring younger children.

   ☐ more ☐ the same ☐ less ☐ don't know

   f) Time for assisting individual children in multigrade classrooms.

   ☐ more ☐ the same ☐ less ☐ don't know

   g) Opportunities for innovations in multigrade classrooms.

   ☐ more ☐ the same ☐ less ☐ don't know

   h) Compared to single grade classrooms, maintaining class control in multigrade classrooms is

   ☐ easier ☐ the same ☐ more difficult ☐ don't know

   i) In terms of student learning the multigrade classroom is

   ☐ more effective ☐ the same ☐ less effective ☐ don't know

of

Please comment on specific skills we could provide for a student teacher who was going to teach in a multigrade classroom.

QUESTIONNAIRE B_3

GENERAL

1. Sex ☐ male ☐ female

2. Please indicate your present Teacher Qualification Service Category.

☐ 2 (EB) ☐ 3 (EA) ☐ 4 (PC) ☐ 5 (PB) ☐ 6 (PA) ☐ Other (Please specify) ____________________

3. How long have you been employed in this district (not including this year)?

years ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 or more

4. How long have you been teaching in your present school (not including this year)?

years ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 or more

5. Please check all the grades that you presently teach (either singly or multigrade).

Grade ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

6. Have you had any special training in rural or cross-cultural education?

☐ yes ☐ no (please go to question 7)

a) If you answered yes, what kind of training did you receive?

____

b) Where did you take this training?

____

c) Has this training helped you in your present teaching assignment?

☐ yes ☐ no ☐ undecided

7. Please rate the importance of each of the following factors in your decision to take your present teaching position.

extremely important = 4
very important = 3
somewhat important = 2
slightly important = 1
not a factor = 0

a) A high salary 0 1 2 3 4

b) Opportunity to teach native children 0 1 2 3 4

c)	Small-community life	0 1 2 3 4
d)	Access to outdoor recreation	0 1 2 3 4
e)	Cheap housing	0 1 2 3 4
f)	Most attractive teaching offer	0 1 2 3 4
g)	Came with spouse	0 1 2 3 4
h)	Dislike of large cities	0 1 2 3 4
i)	Gives me greater responsibility	0 1 2 3 4
j)	More independence	0 1 2 3 4
k)	Always wanted to teach in a rural setting	0 1 2 3 4
l)	Grew up in a rural community	0 1 2 3 4
m)	Other ______________________________	0 1 2 3 4

8. Are you planning to teach in this school next year?

☐ yes (if yes go to question 10) ☐ no ☐ undecided

9. If you answered "no" to question #8 will you please rate the importance of each of the following factors in your decision to leave.

extremely important = 4
very important = 3
somewhat important = 2
slightly important = 1
not a factor = 0

a)	Salary not high enough	0 1 2 3 4
b)	Housing	0 1 2 3 4
c)	Isolation	0 1 2 3 4
d)	Lack of access to shopping	0 1 2 3 4
e)	Equipment and supply problems	0 1 2 3 4
f)	Too heavy a work load	0 1 2 3 4
g)	Teaching multigrade classes	0 1 2 3 4
h)	Not enough support from district	0 1 2 3 4
i)	Received a teaching offer elsewhere	0 1 2 3 4
j)	Frustration with the students	0 1 2 3 4

k) Weather	0 1 2 3 4
l) Lack of privacy	0 1 2 3 4
m) School closing	0 1 2 3 4
n) Not enough community interest/support	0 1 2 3 4
o) Other ______________________________	0 1 2 3 4

10. In terms of your experience over the past year, please rate the adequacy of each of the following.

superior = 4
adequate = 3
marginal = 2
present but inadequate = 1
not present = 0

a) Curriculum for local needs		0 1 2 3 4
b) Health facilities		0 1 2 3 4
c) General support services (typing, duplicating etc.)		0 1 2 3 4
d) Audio visual equipment		0 1 2 3 4
e) Specialist support services in:	Art	0 1 2 3 4
	Music	0 1 2 3 4
	P.E.	0 1 2 3 4
	Drama	0 1 2 3 4
	French	0 1 2 3 4
f) Counselling services		0 1 2 3 4
g) Extra curricular activities		0 1 2 3 4
h) Student travel arrangements		0 1 2 3 4
i) School-community cooperation		0 1 2 3 4
j) Services for children with special needs		0 1 2 3 4
k) Community law enforcement		0 1 2 3 4
l) Library resources		0 1 2 3 4
m) Mail service		0 1 2 3 4

11. Would you like to have an organization for teachers of small schools?

yes ☐ no ☐ undecided ☐

comments? ____

____

____

12. Please briefly describe the community around your school in the following terms.

a) Countryside around school(farm, industry, housing, forest, water)

____

____

____

____

____

b) Industry in area (main employers)

____

____

____

c) Parents of children (race, culture, economic status etc.)

____

____

____

13. Is the enrollment in your school increasing, decreasing or remaining steady?

☐ increasing
☐ decreasing
☐ remaining steady
☐ don't know

14. How would you rate the likelihood of the school closing in the next 1 to 3 years?

☐	☐	☐	☐	☐
highly likely	fairly likely	undecided	fairly unlikely	highly unlikely

6.

EQUIPMENT AND MATERIALS

Please evaluate each of the following as they presently apply to your school.

Superior = 4
Adequate = 3
Marginal = 2
Inadequate = 1
Not Present = 0

1.	Money allocated to equipment purchases	0	1	2	3	4
2.	Money allocated to supply purchases	0	1	2	3	4
3.	Teacher involvement in ordering equipment and supplies	0	1	2	3	4
4.	Procedures for determining access to equipment and supplies	0	1	2	3	4
5.	Quantity of audio-visual equipment	0	1	2	3	4
6.	Quality of audio-visual equipment	0	1	2	3	4
7.	Quantity of sports equipment	0	1	2	3	4
8.	Quality of sports equipment	0	1	2	3	4
9.	Quantity of art supplies	0	1	2	3	4
10.	Quantity of music supplies	0	1	2	3	4
11.	Quality of music supplies	0	1	2	3	4
12.	Quantity of science supplies	0	1	2	3	4
13.	Quantity of books (other than texts)	0	1	2	3	4
14.	Quality of books (other than texts)	0	1	2	3	4
15.	Overall rating of equipment and supplies	0	1	2	3	4

Apart from minor changes, how often have you had to adapt your teaching plans this year because of difficulty in obtaining the necessary equipment?

a) never ☐
b) seldom; once or twice ☐
c) a few times; about three or four times ☐
d) fairly often; about five or six times ☐
e) often; more than six times ☐

FACILITIES

Please evaluate each of the following facilities as they presently exist in your school.

Superior = 4
Adequate = 3
Marginal = 2
Inadequate = 1
Not Present = 0

1.	Heating	0	1	2	3	4
2.	Ventilation	0	1	2	3	4
3.	Sound proofing for sounds in this school	0	1	2	3	4
4.	Sound proofing for sounds from outside the school	0	1	2	3	4
5.	Artificial lighting	0	1	2	3	4
6.	Natural lighting	0	1	2	3	4
7.	Ability to darken the room	0	1	2	3	4
8.	General office	0	1	2	3	4
9.	Staff room	0	1	2	3	4
10.	Electrical outlets	0	1	2	3	4
11.	Sinks	0	1	2	3	4
12.	Toilets	0	1	2	3	4
13.	Students' storage space	0	1	2	3	4
14.	Teachers' storage space	0	1	2	3	4
15.	Chalkboards	0	1	2	3	4
16.	Tack boards, display space	0	1	2	3	4
17.	Desks and tables	0	1	2	3	4
18.	Outdoor play areas	0	1	2	3	4
19.	Parking space for teachers	0	1	2	3	4
20.	Thermostats	0	1	2	3	4
21.	Gymnasium	0	1	2	3	4
22.	Electricity supply	0	1	2	3	4
23.	Library	0	1	2	3	4
24.	Water supply	0	1	2	3	4
25.	Winter and poor weather play areas	0	1	2	3	4
26.	Maintenance and upkeep of facilities	0	1	2	3	4
27.	Your overall rating of the facilities in your school	0	1	2	3	4

Must you make major adjustments in the educational program because of lack of facilities.

Yes ☐ No ☐

If yes, please note those adjustments

In terms of the facilities, equipment and supplies a teacher is likely to encounter in small schools, how can we better prepare our student teachers (please be as specific as you can).

APPENDIX "C"

Structured Interviews in Rural Schools 1980

TEACHER INTERVIEWS IN RURAL SCHOOLS 1980

1. Number of classrooms in school ________

   Number of teachers in school ________

   Principal or Head Teacher ____________________

   Type of community ____________________

   Nearest town ________________ miles ________

2. Teacher characteristics necessary to be successful in Rural Schools (selection):

3. Training: previous ______________________________

   years in rural teaching ____________________

4. Satisfiers for Rural Teachers:

5. Dissatisfiers for Rural Teachers:

6. Training needs:-

   (a) Multigrade classroom

   (b) Community Relations

   (c) Specialist needs

   (d) In-service needs

7. Typical timetable for a multigrade classroom:

8. Calendar of events for the year:

9. Other comments:

10. Questionnaire comments:

APPENDIX "D"

New Zealand Teachers' Colleges

Country School Experience

New Zealand Teachers Colleges - Country School Experience

College	Student View + -	Student Population	School Experience	Value	Other
North Shore - Northcote	+	± 50% yr. 2	(1) 1 month May-June (2) 1 month Oct.-Nov.	(1) Adds interest in rural schools (2) Adds community experience (3) P.R. for college - recruit	
Dunedin			Normal schools - multi-class teaching.		Sees rural prep. as in-service - placement later in teachers' career. District's Faculty Advisors to Rural schools.
Hamilton	Regarded as most rewarding		4, 7 or 8 weeks	(1) Multi-class setting (2) Plan for different age groups (3) Learn managerial skills	
Palmerston North	Post seen as valuable				(1) Rural advisers (2) Courses for newly appoint rural teachers (3) Seen as specialists (4) Correspondence
Christchurch		± 30% 2nd & 3rd yr. yr.	(1) 4, 5 weeks (2) Go by bus	Generalist training	(1) Rural option course (2) Teach planning workshops option.

5 of 8 colleges